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ABSTRACT

This curriculum guide contains materials for a course that provides occupationally specific training designed to develop knowledge and skills for employment in the textile and apparel industries. Contents include an introduction; the Texas Essential Knowledge and Skills (TEKS) covered; sample course outlines; instructional strategies organized topically by chapters, each containing a chapter focus, chapter vocabulary list, resource list, detailed instructions for the teacher to implement the curriculum, and suggested Family, Career, and Community Leaders of America activities; blended activities; creative ideas; lists of 28 resource organizations, 58 print resources, and 60 web sites; 108 teaching aids; and 6 program tools. Content topics include textile and apparel manufacturing systems, fibers, fabrics, laws, technology applications, career options, and managing multiple family, community, and career roles. The training specialization in production addresses apparel production from design concept to finished product, including the production of products. The management services specialization addresses the apparel production process, coordination of clothing and accessories, and marketing and promotional techniques. The services specialization content includes techniques for alterations, repair, customization, and commercial care of textile and apparel products to meet industry standards. (YLB)

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# TEXTILE&APPAREL
## PRODUCTION, MANAGEMENT, AND SERVICES
## CURRICULUM GUIDE

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

# Textile and Apparel Production, Management, and Services

## Curriculum Guide

Developed and disseminated by:
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In cooperation with:
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Family and Consumer Sciences Education
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(2) operation of school bus routes or runs on a nonsegregated basis;

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focuses on applying resource management procedures when completing assigned tasks related to textile and apparel production
focuses on types and methods of textile fabrication
focuses on implications and methods of dyeing, printing, and finishing of textiles
focuses on factors affecting the cost of textile products
focuses on the impact of production and quality control systems on the worker, product cost, and quality
focuses on alterations to solve common fitting problems resulting from individual differences and special needs
focuses on the impact of technology and societal patterns on commercial textile and apparel care operations
focuses on appropriate business and personal etiquette in the workplace
focuses on the future employment outlook in the textile and apparel industries
focuses on continuing education opportunities that enhance career advancement and promote lifelong learning
focuses on the impact of international trade practice on the textile and apparel industries and on U.S. economics

## *Facilities, Equipment, and Resources*

The instructional delivery method and strategies selected for this occupationally specific family and consumer sciences course will determine equipment and facilities needs. Instruction may be delivered through school-based pre-employment laboratory education courses (PL) using the pre-employment laboratory education instructional arrangement or through Family and Consumer Sciences Career Preparation which may be taught using one or more of several instructional arrangements including cooperative education, internships, and job shadowing.

**Family and Consumer Sciences Career Preparation** provides a combination of coordinated technical classroom instruction and work-based occupational training in an approved occupationally specific training area, such as textile and apparel production, management, and services. Instructional arrangements, such as cooperative education, internships, and job shadowing, are utilized for the work-based training experience. The school-based technical instruction can be conducted in a multipurpose classroom; access to a multipurpose laboratory demonstration center or other family and consumer sciences laboratory facilities is recommended. It is critical that the multipurpose classroom be immediately accessible to the teacher office with a telephone. Computers and related technologies are important instructional tools for occupationally specific family and consumer sciences training; media and other resources for quality instruction should be available. Student seating and work surfaces for both independent and group work are needed. Storage for a variety of student reference and activity materials will be needed.

Districts electing for students to participate in Family and Consumer Sciences Career Preparation, and therefore, to have work-based learning placements in designated community business or industry settings, should consider several factors. It is recommended that school districts select and use only those business/industry sites for work-based learning placements if the facilities, personnel, and operations reflect high industry standards; certain credentials, certifications, and/or licenses may be appropriate minimum expectations. For example, child care establishments should have current licenses issued by the Texas

# *Textile and Apparel Production, Management, and Services Curriculum Guide*

## *Course Description*

| | |
|---|---|
| **Textile and Apparel Production, Management, and Services*** | |
| **PL/Textile and Apparel Production, Management, and Services I (TXT&AP-I)** | **12207421** |
| **PL/Textile and Apparel Production, Management, and Services II (TXT&AP-II)** | **12207422** |
| **WBL/Textile and Apparel Production, Management, and Services**** | **12290749** |

Grade Placement: 11-12

Credit: 2-3

Recommended Prerequisites: Apparel, as well as Textile and Apparel Design

This course provides occupationally specific training designed to develop knowledge and skills for employment in the textile and apparel industries. Content topics include textile and apparel manufacturing systems, fibers, fabrics, laws, technology applications, career options, and managing multiple family, community, and career roles. The training specialization in production addresses apparel production from design concept to finished product, including the production of products. The management services specialization addresses the apparel production process, coordination of clothing and accessories, and marketing and promotional techniques. The services specialization content includes techniques for alterations, repair, customization, and commercial care of textile and apparel products to meet industry standards.

**Instruction may be delivered through school-based pre-employment laboratory training or through Family and Consumer Sciences Career Preparation which includes delivery arrangements with a coordinated work-based learning component, such as cooperative education, internships, mentorships, apprenticeships, and job shadowing.*
***Work-based (WBL) training area occupational objective and PEIMS code used with training plan agreements in Family and Consumer Sciences Career Preparation.*

## *Overview of Course Design*

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other course emphases not evident in the above description of this course.

Textile and Apparel Production, Management, and Services:
 focuses on the organizational structure of selected businesses in the textile and apparel industries
 focuses on demographic, economic, and societal factors influencing organizational goals, policies, and procedures

Department of Protective and Regulatory Services and foodservice establishments should have current health department permits. There should be a formal written agreement between the school district and the business/industry that is providing the work-based learning placement. The agreement should clarify the types and quality of educational services that each party will provide, therefore assuring that there is both instruction and application of the essential knowledge and skills for the training area.

**Family and Consumer Sciences Pre-employment Laboratory Education** is an instructional arrangement that utilizes campus-based laboratory facilities simulating the business/industry environment to teach the occupationally specific course. Occupationally specific courses taught using a school-based pre-employment laboratory instructional arrangement should be conducted in laboratories designed for the respective courses and usually located in on-campus facilities. Facilities for classroom instruction can be incorporated into the laboratory itself or in a separate area. Equipment and resources for the pre-employment laboratory instructional arrangements should be of the quality and type used in respective businesses and industries. Equipment and resources for individual courses may vary according to facility design and size, numbers of students to be served, course focus, and instructional strategies selected by teachers. At the point when facility construction, modification, or equipment changes are to occur, business/industry representatives can be excellent resources to identify considerations and options for designing and equipping a laboratory that is a state-of-the-art, up-to-date facility for training students to meet current industry standards.

Content emphases within Textile and Apparel Production, Management, and Services include textile and apparel manufacturing systems, fibers, fabrics, and laws. The training specialization in production addresses apparel production from design concept to finished product including the production of products. The management and services specialization addresses the apparel production process, coordination of clothing and accessories, and marketing and promotional techniques. The services specialization content includes techniques for alterations, repair, customization, and commercial care of textile and apparel products to meet industry standards. The campus-based laboratory should contain state-of-the-art equipment and tools representative of the industry. The facility should be equipped and arranged to accommodate both individual student projects and production activities representative of the essential knowledge and skills for the course. The course also requires an area either within the lab or separate that contains a full complement of equipment and resources for effective classroom instruction, computer/internet access, demonstrations, and individual and group student activities.

Some points to consider when planning a pre-employment laboratory facility are as follows:

- Access to an enclosed fitting area equipped with a three-way mirror will be needed.
- Access to industrial sewing equipment and pressing equipment will be needed. Some residential machines and equipment may be needed to complement the industrial machines and equipment.
- Access may be needed to a facility equipped for commercial textile and apparel care.
- Secured storage areas should be provided including areas for storage of student projects.
- A hand washing area is needed.

Additional information regarding facilities, equipment, and resources may be found in the *Family and Consumer Sciences Education: Recommendations for Facilities and Equipment* publication, available from The Curriculum Center for Family and Consumer Sciences.

## *Series of Occupationally Specific Course Materials*

The *Textile and Apparel Production, Management, and Services Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of Texas Essential Knowledge and Skills (TEKS) for this occupationally specific training area. This Curriculum Guide, which is the teacher component of the series, is designed to complement the following other two components:

- The Reference Book is a student text that provides information needed by employees in the area of textile and apparel production, management, and services. Each chapter begins with a "Chapter Focus" (the TEKS addressed in the chapter) and a "Chapter Vocabulary." Within the text, italicized, boldfaced vocabulary terms are included with definitions or explanations. Throughout the chapter, "Essential Questions" boxes pose important questions to students about material they have read. At the end of each chapter, the content is summarized in "Chapter Highlights."
- The Student Activity Book contains a variety of pencil-and-paper activities that reinforce essential information presented in each chapter of the Reference Book.

## *Family, Career and Community Leaders of America*

Family, Career and Community Leaders of America (FCCLA) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Textile and Apparel Production, Management, and Services course.

Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

FCCLA activities are included as integral parts of instruction within several components of this curriculum guide. Each instance is denoted by the FCCLA emblem.

- **Instructional Strategies** - FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **End of chapter** - Suggested FCCLA activities are provided in a box at the end of strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.
- **Blended Activities** - FCCLA projects and programs that address Texas Essential Knowledge and Skills from several chapters have been included in this section of the Curriculum Guide.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Chapter Handbook*. Additional resources helpful to Textile and Apparel Production, Management, and Services teachers and students include publications for various national and state programs, such as *Career Connection* and *Leaders at Work*.

# *How to Use the Curriculum Guide*

You will be able to utilize the *Textile and Apparel Production, Management, and Services Curriculum Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness. **Note**: For simplicity, the term Curriculum Guide has been used throughout this publication to refer to the *Textile and Apparel Production, Management, and Services Curriculum Guide*.

## INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Series of Occupationally Specific Course Materials
- Family, Career and Community Leaders of America

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Textile and Apparel Production, Management, and Services. A copy of the Texas Administrative Code, Chapter 122.74, is provided for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)].

On the first page of each Chapter within the **Instructional Strategies** section is a box entitled "Chapter Focus." Within this box are listed the TEKS that are covered in the chapter. Additional strategies that simultaneously address TEKS from multiple chapters are included in the **Blended Activities** section of the Curriculum Guide.

## SAMPLE COURSE OUTLINES

As previously stated, instruction for Textile and Apparel Production, Management, and Services may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus multiple approaches that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, second semester are also provided in this handbook (see pages B-59 and B-60 in the *FCSCP Handbook*).

A detailed outline of the scope and sequence of learning experiences should be developed for the textile and apparel production, management, and services training area and personally tailored for each student. To assist teachers with this task, sample outlines for Textile and Apparel Production, Management, and Services are provided in the **Sample Course Outlines** section of this Curriculum Guide. One example has been provided for pre-employment laboratory education, and one for Family and Consumer Sciences Career Preparation.

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Textile and Apparel Production, Management, and Services.

## INSTRUCTIONAL STRATEGIES

The *Textile and Apparel Production, Management, and Services Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of TEKS for this occupationally specific training area. The Curriculum Guide has been organized topically, by chapters, to be consistent with organization of the student publications in the series - the Reference Book and Student Activity Book. Each chapter in the Curriculum Guide contains the following key components:

- A "Chapter Focus," presented on the first page of each chapter, lists the TEKS that are addressed within the chapter. Because the Curriculum Guide is organized topically, specific TEKS may appear in more than one chapter.

- A "Chapter Vocabulary" is also presented on the first page of each chapter. The "Chapter Vocabulary" lists key terms that are introduced in the corresponding Reference Book. Teachers are encouraged to use their own discretion regarding ways to reinforce the vocabulary terms with students. Several activities for reinforcing vocabulary terms through independent study are provided in the corresponding Student Activity Book.

- A listing of "Resources" for each chapter is provided on the back of the introductory page. More detailed information regarding where to obtain referenced resources, which are listed on this page in abbreviated form, can be located under the **Resources** tabbed-divider section later in the Curriculum Guide.

- A variety of instructional strategies have been suggested to address the knowledge and skills covered in each chapter. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

- Suggested FCCLA activities have been provided in a box at the end of the strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.

The **Instructional Strategies** section has been designed to teacher specifications - to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

**Notes Column**
The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies

***TA 1 Updates in Textile Technology***

- strategies which correlate with exit level TAKS objectives and academic principles for reading, writing, mathematics, science, and social studies

TAKS READING

- strategies that utilize technology applications
- opportunities for integration of FCCLA programs and projects within specific strategies

FCCLA

**Strategy Headers**
Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GRAPHIC ORGANIZER** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**

- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

## BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass knowledge and skills expectations from multiple chapters. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 13, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

## CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

## TAKS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAKS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to content in textile and apparel production, management, and services.

## RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, publications, agencies and organizations, videotapes, and Web sites.

A separate tabbed-divider section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

## TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!). Remember that the companion pieces to the Curriculum Guide – the Reference Book and Student Activity Book – are valuable sources of additional student information and multiple student activities.

## PROGRAM TOOLS

This section contains a miscellaneous assortment of tools that have been compiled from writers and reviewers of the document, which they have recommended as helpful in managing instruction and training coordination in this occupationally specific training area. It is important that you browse through this section to locate items that may save you valuable time, because these items will not be referenced elsewhere in the Curriculum Guide.

# Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

## Subchapter H. Textiles and Apparel, High School

*Statutory Authority: The provisions of this Subchapter H issued under the Texas Education Code, §28.002, unless otherwise noted.*

### §122.71. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Textiles and Apparel, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

*Source: The provisions of this §122.71 adopted to be effective September 1, 1998, 22 TexReg 5031.*

### §122.74. Textile and Apparel Production, Management, and Services (Two to Three Credits).

(a) General requirements. This course provides occupationally specific training and is recommended for students in Grades 11-12. Students may be awarded two to three credits per year for one to two years for the successful completion of this course. Instruction may be delivered through school-based pre-employment laboratory training or through work-based delivery arrangements such as cooperative education, preceptorships, mentoring, and job shadowing. The two recommended prerequisites for this course are: Apparel, Textile and Apparel Design.

(b) Training specialization options. All students training in Textile and Apparel Production, Management, and Services shall develop knowledge and skills described in subsection (d)(1)-(3) and (11)-(14) of this section. In addition, students are expected to develop knowledge and skills described in one of the following three training specialization options.

(1) **Textile and apparel production.** Students whose training emphasizes textile and apparel production are expected to develop knowledge and skills described in subsection (d)(4)-(6) of this section.

(2) **Textile and apparel management and services.** Students whose training emphasizes textile and apparel management and services are expected to develop knowledge and skills described in subsection (d)(4) and (8)-(10) of this section.

(3) **Textile and apparel services.** Students whose training emphasizes textile and apparel services shall develop knowledge and skills described in subsection (d)(6) and (7) of this section.

(c) Introduction. The textile and apparel industries encompass the production, marketing, and consumption of textile and apparel products. Individuals use knowledge and skills to function effectively as consumers and in careers related to the textile and apparel industries.

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(d) Knowledge and skills.

(1) **Textile and apparel production.** The student adheres to organizational goals, policies, and procedures.

The student is expected to:

(A) contrast the organizational structure of selected businesses in the textile and apparel industries;

(B) describe how goals, policies, and procedures influence business structures;

(C) relate the impact of organizational goals, policies, and procedures to each individual's job performance;

(D) explain the importance of scheduling in managing employee work assignments; and

(E) analyze demographic, economic, and societal factors influencing organizational goals, policies, and procedures.

(2) **Textile and apparel production.** The student performs routine operations for various roles in the textile and apparel industries.

The student is expected to:

(A) identify routine tasks that employees may perform;

(B) follow procedures identified for performing tasks;

(C) apply resource management procedures when completing assigned tasks; and

(D) utilize safe and effective work habits, procedures, and time schedules for completing prescribed tasks.

(3) **Textile and apparel production.** The student determines the implications of textile characteristics and fabrication on textile and apparel products.

The student is expected to:

(A) identify origins, properties, and qualities of natural and manufactured fibers;

(B) describe methods of fiber and yarn production;

(C) analyze the impact of technology on production of fibers, yarns, and fabrics;

(D) outline the textile design process from concept to finished product;

(E) differentiate types and methods of textile fabrication;

(F) summarize implications and methods of dyeing, printing, and finishing of textiles;

(G) determine textile and apparel labeling requirements; and

(H) determine factors affecting the cost of textile products.

(4) **Textile and apparel production.** The student analyzes the apparel production process from design concept to finished product.

The student is expected to:

(A) analyze elements and principles of design as related to apparel;

(B) outline general procedures and equipment used in apparel design and pattern development;

(C) analyze factors to consider when selecting fabrics for garment design and production; and

(D) describe the impact of production and quality control systems on the worker, product costs, and quality.

(5) **Textile and apparel production.** The student creates quality apparel products.

The student is expected to:

(A) describe types, uses, and care of equipment, tools, and supplies used in apparel production;

(B) demonstrate safety practices when completing apparel production tasks;

(C) determine uses of technology in apparel design and production;

(D) differentiate procedures and techniques appropriate for varied production systems to achieve quality apparel products; and

(E) utilize established production procedures and processes to achieve quality standards in finished products.

(6) **Textile and apparel customization and care.** The student uses appropriate techniques to alter, repair, and customize textile and apparel products according to quality standards.

The student is expected to:

(A) demonstrate correct procedures utilized in garment fitting and alteration;

(B) describe characteristics of proper fit in garments;

(C) determine alterations to solve common fitting problems resulting from individual differences and special needs;

(D) describe types, use, and care of tools, equipment, and supplies used to alter, repair, and customize textile and apparel products;

(E) apply elements and principles of design in altering, repairing, and customizing textile and apparel products;

(F) utilize appropriate techniques and processes to alter, repair, and customize textile and apparel products according to quality standards; and

(G) demonstrate safety practices when completing tasks related to the alteration, repair, and customization of textile and apparel products.

(7) **Textile and apparel customization and care.** The student applies procedures for the commercial care of textiles and apparel to meet industry standards.

The student is expected to:

(A) define terms commonly used in commercial textile and apparel care;

(B) explain how regulations pertaining to workplace safety, labor, and environmental issues affect the commercial textile and apparel care operation;

(C) apply effective safety and sanitation practices in textile and apparel care procedures;

(D) identify equipment and supplies and their uses in textiles and apparel;

(E) demonstrate proper selection, use, and care of equipment and products for cleaning, laundry, and pressing tasks;

(F) perform commercial care procedures for textile and apparel products in accordance with content and care label information;

(G) determine procedures for efficiently marking and tracking items in a commercial textile and apparel care operation;

(H) complete commercial textile and apparel care tasks according to industry standards; and

(I) analyze the impact of technology and societal patterns on commercial textile and apparel care operations.

(8) **Textile and apparel business promotions.** The student illustrates coordination of clothing and accessories.

The student is expected to:

(A) describe factors considered when coordinating clothing and accessories;

(B) demonstrate coordination of clothing and accessories for various occasions; and

(C) summarize social, cultural, societal, and generational influences that affect clothing and accessory trends and choices.

(9) **Textile and apparel business promotions.** The student applies marketing techniques when assisting with promotional activities.

The student is expected to:

(A) describe various types of business promotion strategies;

(B) classify types of customers and their motives for buying textile and apparel products;

(C) describe roles of public relations and publicity in product promotion; and

(D) explain the use of promotional activities to market textile and apparel products and services.

(10) **Textile and apparel business promotions.** The student creates product displays using the principles of design.

The student is expected to:

(A) identify components used in developing displays;

(B) determine ways in which design elements and principles are used in the creation of displays;

(C) describe types and uses of interior and exterior displays; and

(D) create window or other displays of textile and apparel products.

(11) **Career preparation.** The student exhibits employability skills that lead to job success in the textile and apparel industries.

The student is expected to:

(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(B) demonstrate effective methods to secure, maintain, and terminate employment;

(C) demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;

(D) evaluate the relationship of good physical and mental health to job success and achievement;

(E) demonstrate appropriate grooming and appearance for the workplace;

(F) demonstrate appropriate business and personal etiquette in the workplace; and

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| | |
|---|---|
| | (G) exhibit productive work habits and attitudes. |
| (12) **Career preparation.** The student determines employment opportunities and preparation requirements in the textile and apparel industries. | The student is expected to:<br>(A) determine preparation requirements for various levels of employment in a variety of careers in the textile and apparel industries;<br>(B) analyze the future employment outlook in the textile and apparel industries;<br>(C) describe entrepreneurial opportunities in the textile and apparel industries;<br>(D) determine how interests, abilities, personal priorities, and family responsibilities affect career choice;<br>(E) compare rewards and demands for various levels of employment in a variety of careers;<br>(F) determine continuing education opportunities that enhance career advancement and promote lifelong learning;<br>(G) apply correct textile and apparel terminology;<br>(H) describe the size, scope, and importance of the textile and apparel industries; and<br>(I) describe the impact of international trade practice on the textile and apparel industries and on U.S. economics. |
| (13) **Career preparation.** The student demonstrates ethical and legal practices for careers in the textile and apparel industries. | The student is expected to:<br>(A) summarize the rights and responsibilities of employers and employees;<br>(B) exhibit ethical practices as defined by the textile and apparel industries; and<br>(C) analyze legal aspects of the textile and apparel industries. |
| (14) **Career preparation.** The student analyzes the management of multiple family, community, and wage-earner roles. | The student is expected to:<br>(A) analyze challenges of managing multiple family, community, and wage-earner roles; and<br>(B) exhibit management practices facilitating individuals assuming multiple roles. |

# Sample Course Outlines

As previously stated, instruction for Textile and Apparel Production, Management, and Services may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus **multiple approaches** that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, second semester are also provided in this handbook (see pages B-59 and B-60 in the *FCSCP Handbook*).

A detailed outline of the scope and sequence of learning experiences should be developed for the textile and apparel production, management, and services areas and personally tailored for each student. To assist teachers with this task, sample outlines for Textile and Apparel Production, Management, and Services are provided in this section. One example has been provided for pre-employment laboratory education, and one for Family and Consumer Sciences Career Preparation (FCSCP).

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Textile and Apparel Production, Management, and Services.

Laboratory experiences are not specifically designated on the course outlines. These experiences should be scheduled throughout the year. Multiple approaches may be used to effectively facilitate instruction.

## Sample Course Outline — Pre-employment Laboratory

| First Semester – Week | Chapter(s) and Other Concepts |
|---|---|
| 1 | 1 The Textile and Apparel Industries<br>2 Textile and Apparel Career Opportunities |
| 2-3 | 3 Employability Success in the Textile and Apparel Industries |
| 4 | 4 Workplace Safety |
| 5 | 5 Organizational Goals, Policies, and Procedures |
| 6 | Review - Six Weeks Exam |
| 7 | 7 Elements and Principles of Design |
| 8 | 10 Textile and Apparel Marketing: Promotion, Public Relations, and Special Fashion Events |
| 9 | 11 Visual Merchandising |
| 10 | 6 Textiles & Apparel: Terminology, Use, and Care<br>8 Quality in Apparel and Accessories |
| 11 | 9 Selecting and Coordinating Apparel and Accessories<br>12 Selection of Fabrics and Notions for Garment Design |
| 12 | Review - Six Weeks Exam |
| 13-14 | 16 Measuring for Custom-made Garments |
| 15-16 | 17 Pattern Alteration Procedures |
| 17 | 14 Use and Care of Sewing Equipment |
| 18 | Review - Six Weeks Exam |

| Second Semester – Week | Chapter(s) and Other Concepts |
|---|---|
| 1-3 | 13 Sewing and Repairing Techniques<br>15 Pressing Techniques and Equipment |
| 4 | 19 Garment Alterations: Fitting and Marking |
| 5 | 20 Garment Alterations: Adjustments |
| 6 | Review - Six Weeks Exam |
| 7-11 | 18 Unit Construction Techniques |
| 12 | Review - Six Weeks Exam |
| 13-15 | 18 Unit Construction Techniques |
| 16 | 21 Laundry and Dry Cleaning Procedures<br>22 Receiving, Marking, and Identifying Laundry and Dry Cleaning |
| 17 | 23 Safety and Sanitation for Laundering, Pressing, and Dry Cleaning |
| 18 | Review - Six Weeks Exam |

## Sample Course Outline — FCSCP

| First Semester – Week | Chapter(s) and Other Concepts |
|---|---|
| 1 | 1 The Textile and Apparel Industries |
| 2 | 2 Textile and Apparel Career Opportunities |
| 3-4 | 3 Employability Success in the Textile and Apparel Industries |
| 5 | 4 Workplace Safety |
| 6 | Review - Six Weeks Exam |
| 7 | 5 Organizational Goals, Policies, and Procedures |
| 8-9 | 7 Elements and Principles of Design |
| 10 | 10 Textiles and Apparel Marketing: Promotion, Public Relations, and Special Fashion Events |
| 11 | 11 Visual Merchandising |
| 12 | Review - Six Weeks Exam |
| 13-14 | 6 Textile & Apparel: Terminology, Use, and Care<br>8 Quality in Apparel and Accessories |
| 15-16 | 9 Selecting and Coordinating Apparel and Accessories<br>12 Selection of Fabrics and Notions for Garment Design |
| 17 | 16 Measuring for Custom-made Garments |
| 18 | Review - Six Weeks Exam |

| Second Semester – Week | Chapter(s) and Other Concepts |
|---|---|
| 1-2 | 17 Pattern Alteration Procedures |
| 3 | 14 Use and Care of Sewing Equipment |
| 4 | 13 Sewing and Repairing Techniques |
| 5 | 15 Pressing Techniques and Equipment |
| 6 | Review - Six Weeks Exam |
| 7-8 | 19 Garment Alterations: Fitting and Marking |
| 9-10 | 20 Garment Alterations: Adjustments |
| 11 | 18 Unit Construction Techniques |
| 12 | Review - Six Weeks Exam |
| 13 | 18 Unit Construction Techniques |
| 14 | 21 Laundry and Dry Cleaning Procedures |
| 15 | 22 Receiving, Marking, and Identifying Laundry and Dry Cleaning |
| 16-17 | 23 Safety and Sanitation for Laundering, Pressing, and Dry Cleaning |
| 18 | Review - Six Weeks Exam |

# Chapter 1

# The Textile and Apparel Industries

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

3C Analyze the impact of technology on production of fibers, yarns, and fabrics.
4D Describe the impact of production and quality control systems on the worker, product costs, and quality.
5B Demonstrate safety practices when completing apparel production tasks.
5C Determine uses of technology in apparel design and production.
7F Perform commercial care procedures for textile and apparel products in accordance with content and care label information.
7I Analyze the impact of technology and societal patterns on commercial textile and apparel care operations.
12B Analyze the future employment outlook in the textile and apparel industries.
12D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.
12E Compare rewards and demands for various levels of employment in a variety of careers.
12H Describe the size, scope, and importance of the textile and apparel industries.
12I Describe the impact of international trade practice on the textile and apparel industries and on U.S. economics.
13C Analyze legal aspects of the textile and apparel industries.
14A Analyze challenges of managing multiple family, community, and wage-earner roles.
14B Exhibit management practices facilitating individuals assuming multiple roles.

## Chapter Vocabulary

Agreement on Textiles and Clothing (ATC)
apparel
apparel industry
Care Labeling Regulation
Code of Federal Regulations (CFR)
computer-aided design (CAD)
computer-aided manufacturing (CAM)
computer integrated manufacturing (CIM)
Consumer Product Safety Act
exports
Federal Trade Commission (FTC)
Flammable Fabrics Act of 1953
Fur Products Labeling Act
imports
Multifiber Arrangement (MFA)
Quick Response (QR)
sewn products industry
softgoods chain
softgoods industry
sweat shops
technology
Textile Fiber Products Identification Act
textile industry
textiles
trade deficit
World Trade Organization (WTO)

# RESOURCES

## Agencies and Organizations

American Textile Manufacturers Institute

Fiber Economics Bureau, Inc.

## Videotapes

American Textile Manufacturers Institute
- *America's Textiles–An Adventure Industry Video*

Fiber Economics Bureau, Inc.
- *Manufactured Fibers: A Technical Video*

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:
- *Cotton Production*
- *Fabric to 501s: Levi Strauss and Company*
- *Factors Influencing the Apparel Industry*
- *Fashion Careers*

## Web Sites

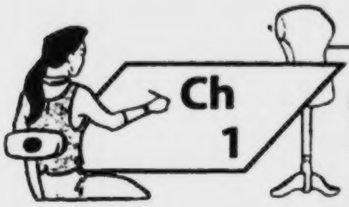
American Textile Manufacturers Institute
*www.atmi.org*

Cone Textile Group
*www.cone.com*

Fiber Economics Bureau, Inc.
*www.fibersource.com*

International Textile and Apparel Association
*www.itaaonline.org*

Liz Claiborne, Inc.
*www.lizclaiborne.com*



### *#1 RESEARCH/WRITTEN EXERCISE*

Read to students or display the following "Did You Know" statement from the American Textile Manufacturers Institute:

> *"Two decades ago, it took about 13 minutes to weave enough material to make a man's shirt. With today's high technology, it takes less than a minute."*

Ask students what has happened in the past two decades to reduce production time from 13 minutes to one minute. Instruct students to read Teaching Aid 1, ***Updates in Textile Technology,*** as an introduction to the types of new technology that impact fiber production and textile design. Have students read current references on technological advances in fiber production and textile design and manufacturing. Tell students to list all technological advances they find, describe each, and state the impact of that technology on the textile industry. Possible Web sites are listed on Teaching Aids 2a-b, ***Technology Resources*** or have students view a video about factors that influence the textile and apparel industry such as *Factors Influencing the Apparel Industry.*

Notes

(TEKS 3C, 5B, 5C)

***TA 1 Updates in Textile Technology***

***TA 2a-b Technology Resources***

TAKS SOCIAL STUDIES

### *#2 VIDEOTAPE*

Have students view a videotape, such as *America's Textiles - An Adventure Industry Video,* available from the American Textile Manufacturers Institute, or *Manufactured Fibers: A Technical Video,* available from the Fiber Economics Bureau, Inc. Have students note examples of technology that are depicted. Lead students in a discussion on the impact of new technology.

(TEKS 3C, 5B, 5C)

TAKS READING

**Key Questions**

- What are some examples of technology that were depicted in the video?
- How has technology impacted the textile industry?
- How might technology change the quality of the fibers or materials produced?
- How has technology changed the job duties of the people that work in the textile industry?

### *#3 EDUCATIONAL TOUR*

Arrange for students to take an educational tour of a fiber or textile production facility, such as a cotton gin or a denim mill. Ask the tour guide to emphasize how technology impacts production. Instruct students to note the types of technology being used to produce fibers and fabrics, types of jobs available in the facility, and the types of control systems in place for producing quality products. If an educational tour is not feasible, the videotape, *Cotton Production,* tours a cotton gin and denim mill.

(TEKS 4D, 5C)

### *#4 GROUP PROJECT/PRESENTATION*

Provide students with a copy of Teaching Aid 3, ***Textiles: From Fiber to Consumer.*** Assign students, individually or in groups, one of the stages of

(TEKS 3C, 4D, 5C)

***TA 3 Textiles: From Fiber to Consumer***

TAKS SOCIAL STUDIES

TAKS MATH

fiber production from the chart, and have them research the technology that is used in their assigned area of fiber production. Instruct students to develop a creative model to represent the different stages of fiber production. Guide students in presenting their findings to the class.

(TEKS 4D, 5C)

***TA 4 Apparel Production Processes***

***TA 2a-b Technology Resources***

TAKS MATH

### *#5 RESEARCH/ORAL PRESENTATION*

Provide students with a copy of Teaching Aid 4, ***Apparel Production Processes.*** Have students work individually or in groups to research technology that is used in each step of the process. Have students present their findings to the class. Possible resource Web sites are listed on Teaching Aids 2a-b, ***Technology Resources.*** Direct students to use classroom materials, library resources, and the Internet to access information.

(TEKS 4D, 5C)

***TA 5 Quality Standards***

TAKS READING

### *#6 CLASS DISCUSSION*

Using research results from Strategy 5, have students analyze ways technology has impacted workers, products, cost, and quality. Direct students to refer to Technology in the Industry, page 5 of the Reference Book, and Teaching Aid 5, ***Quality Standards,*** as additional resources.

**Key Questions**
- How has technology impacted the workers?
- How has technology impacted the availability of products?
- How has technology impacted the cost of products?
- How has technology impacted the quality of products?

(TEKS 3C, 4D, 5C, 13C)

### *#7 GROUP ACTIVITY/RESEARCH*

Have students read Legal Aspects of the Textile and Apparel Industries, pages 7-8 of the Reference Book. Divide the class into groups. Instruct groups to present information on each legislative act that affects the textile and apparel industries. Direct groups to include the following in their presentation:
- How the act impacts career aspects
- Technology used to enforce the act
- Technology used to comply with the act

(TEKS 3C, 4D, 12B, 12H, 12I, 13C)

### *#8 INTERNET SEARCH/INDIVIDUAL ACTIVITY*

Have students use the Internet to search for a company in the textile and apparel industries. Possible Web sites include the following: Liz Claiborne, Inc., *www.lizclaiborne.com*, or Cone Textile Group, *www.cone.com*. Direct students to look for the following information:
- Technology used in the company
- Employment opportunities in the company
- Opportunities for international trade
- Laws that affect the company
- Gross sales/profits of the company

Have students use available technology to compile and present their findings to the class. Examples of presentation formats include PowerPoint, graphs, and spreadsheets.

### *#9 VIDEOTAPE/WRITTEN EXERCISE*

Have students watch a video about fiber/fabric production, such as the video series that includes *Cotton Production* and *Fabric to 501s: Levi Strauss & Company.* This video series will show cotton from the cotton gin to apparel. Have students make notes of steps in the production process. Lead a class discussion on cotton from the field to apparel.

(TEKS 3C, 5C)

TAKS READING

TAKS WRITING

**Key Questions**
- What processes do fibers go through to produce fabric?
- How does the technology used in production affect the productivity level of the plant?

Have students write a one-page summary of the production process based on information from the video and the discussion.

### *#10 INTERNET ACTIVITY/DISCUSSION*

Have students complete Teaching Aids 6a-b, ***Technology Scavenger Hunt.*** As noted on the directions, students are to search the Internet, reference books, or trade publications for listed acronyms and terms related to technology in the apparel industry. Have students define each term and give examples of ways technology has impacted the apparel industry. Direct students to add any new apparel technology buzzwords that they find, and encourage students to add new terms they discover in their research. Ask students to note sources for information related to each term.

(TEKS 7F, 7I)

***TA 6a-b Technology Scavenger Hunt***

TAKS READING

Lead students to discuss the examples of new technology and buzzwords they discovered and to describe the potential impact of each application on the apparel industry.

**Key Questions**
- What are examples of ways technology changed the apparel industry over the past decade?
- Which of the technology applications do you think has significant potential for impacting the apparel industry over the next decade? Why?

To further reinforce the terms and definitions, have students develop a game, such as jeopardy, flash cards, relays, or bingo.

### *#11 VIDEOTAPE*

Have students view a videotape about employment opportunities and preparation requirements in a textile or apparel career area, such as *Fashion Careers.* Following the video, ask students to list two careers they found most interesting and explain reasons for their choices. Lead a class discussion on career choices and how careers affect family life.

(TEKS 12B, 12D, 12E, 14A, 14B)

TAKS READING

**Key Questions**

- What are examples of employment opportunities in the textile and apparel industries?
- What are the preparation requirements for these employment opportunities?
- How might preparation requirements for the careers affect an individual's family life?
- How might various textile and apparel careers impact an employee's family life?
- How do career choices affect an employee's role as father, mother, son, daughter, etc.?
- Why is it important to consider the impact of career on family life when analyzing career choices?

(TEKS 12B, 12D, 12E)

***TA 7 Textile and Apparel Career Overview***

TAKS READING | TAKS SOCIAL STUDIES

### #12 RESEARCH/VISUAL DISPLAY

Using either the same career area selected in Strategy 11, or choosing a different career area, have students locate three different employment opportunities. Help students access employment advertisements from various newspapers, trade publications, or the Internet to locate employment opportunities. One possible Web site is the International Textile and Apparel Association (*www.itaaonline.org*). This Web site has a link to a Career Center. Teaching Aid 7, ***Textile and Apparel Career Overview***, can be used as a resource. Guide students to use available technology to compile all students' research and present the employment opportunities in a visual display. Lead the students to categorize the employment opportunities based on the following factors:

- salary
- training
- education

**Note:** Career interest activities could be performed as FCCLA Career Connection projects.

(TEKS 7I, 12B, 12H)

TAKS READING | TAKS SCIENCE

### #13 INTERVIEW

Assign students to interview owners or managers of various types of textile and apparel companies to determine the future employment outlook in the textile and apparel industries. Interviews can be conducted in person, via e-mail, or by telephone. Have students who are employed in the textile and apparel industries interview their employers. Instruct students to develop their questions prior to the interviews and submit their list of interview questions for advance approval. Following the interviews, lead students to compile and analyze responses.

**Key Questions**

- What predictions were made regarding employment outlook for various textile and apparel careers?
- What factors influence the employment outlook in a given location?
- How does the outlook vary among specific jobs?

### *#14 GROUP ACTIVITY/RESEARCH/VISUAL DISPLAY*

Display Teaching Aid 8, ***United States Textile Industry***, and Teaching Aid 9, ***Textile End Uses***. Divide the class into three teams, and assign each team one of the categories of textile end uses. Have students use the Internet, library resources, and class resources to list as many end uses for their categories as possible. To share their findings, have the class develop a collage using pictures from magazines of textile and apparel end products.

**(TEKS 7I, 12H, 12I, 13C)**

***TA 8 United States Textile Industry***

***TA 9 Textile End Uses***

TAKS SOCIAL STUDIES

TAKS MATH

### *#15 CLASS DISCUSSION*

Have students read The Impact of International Trade, pages 3-4 in the Reference Book. Lead students to analyze the implications this global nature has on textile and apparel employees in such areas as salaries, employment opportunities, and product prices. Lead a class discussion on the global nature of the textile and apparel industries.

**(TEKS 4D, 7I, 12B, 12H, 12I)**

TAKS READING

TAKS SOCIAL STUDIES

**Key Questions**

- Why are the textile and apparel industries becoming increasingly global in nature?
- What implications, positive and negative, does this have on U.S. businesses, workers, and consumers?
- What international factors impact the U.S. textile industry?
- How have innovations in transportation impacted international trade over the past decade?
- How have new communication technologies impacted international trade?
- How does increased globalization of the textile industries benefit U.S. companies? consumers?
- What negative effects does increased globalization have on U.S. companies? on workers?
- How do economic circumstances in other parts of the world impact the U.S. textile industry?
- How do labor conditions and the wage scale impact the industry?
- Will the globalization cause you, as an employee in the textile and apparel industry, to need additional employability skills? Explain.

### *FCCLA ACTIVITIES*

- Career Connection: PLUG IN to Careers, SIGN ON to the Career Connection, LINK UP to Jobs
- Families First: Balancing Family and Career
- Leaders at Work
- STAR Events: Applied Technology; Entrepreneurship; Illustrated Talk; Job Interview
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 2

# Textile & Apparel Career Opportunities

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

12A Determine preparation requirements for various levels of employment in a variety of careers in the textile and apparel industries.

12C Describe entrepreneurial opportunities in the textile and apparel industries.

12D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.

12E Compare rewards and demands for various levels of employment in a variety of careers.

12F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.

14A Analyze challenges of managing multiple family, community, and wage-earner roles.

## Chapter Vocabulary

apprentice
branded merchandise
capitalism
contractor
converter
corporation
cottage industry
department store
design studio
discount store
entrepreneur
entry-level jobs
fashion
fashion apparel
franchise
franchisee
franchiser
free enterprise
freelance work
garment district
general partnership
gray goods or greige goods
haute couture or high fashion
industrial apparel production
jobber
knitting mill
limited partnership
line or collection
lot numbers or style numbers
Market Week
mass fashion
merchandising
networking
personal apparel production
piece goods
print design studio
print plant
private label merchandise
retailing
satellite operation
screen printing plant
season
sole proprietorship
specialty store
staple apparel or basic apparel
weaving mill

# RESOURCES

## Book

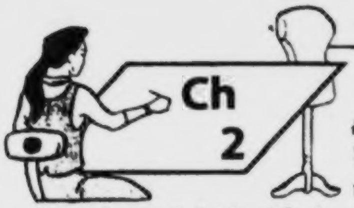
Bragg, R. (2000). *Computer Projects for Family and Consumer Sciences.* Tinley Park, IL: The Goodheart-Willcox Co., Inc.

## Video

The Curriculum Center for Family and Consumer Sciences, Texas Tech University
- *Fashion Careers*

## Web Site

U.S. Bureau of Labor Statistics
*www.bls.gov* (Occupational Outlook Handbook, Career Guide to Industries)



### #1 RESEARCH/PRESENTATION

Using the charts on pages 15, 19, 21, and 24 of the Reference Book, direct students to research one job identified as entry level, one job identified as advanced training, and one job identified as college or professional. Lead students to compare these jobs based on factors such as the following:

- salary
- hours spent performing the job (number of hours worked per week/month)
- benefits
- direct supervision
- abilities and interest of employees in this type of job

Instruct students to prepare a presentation with creative visuals to present their findings to the class.

**Notes**

(TEKS 12A, 12D, 12E)

TAKS MATH

### #2 INTERVIEW

Using the same jobs as in Strategy 1, have students locate one person in each position to interview. The interview may be conducted by phone, in person, or by e-mail. Have students submit a list of their questions prior to the interview, to be assessed by the teacher. Sample questions include the following:

- What training did you have for this job before you began working?
- What training have you obtained while working in this job?
- What is the approximate pay for someone in this job?
- Does this job provide special or specific benefits?
- How closely is your work monitored or supervised on a daily basis?
- How long have you worked in this job, for this company?
- How long have you worked in the textile and apparel industry?
- Why did you choose this profession/job?
- Why have you chosen to stay in this profession/job?

Once the interview has been arranged and the questions approved, have students proceed with the interviews. Instruct students to submit the following for grading:

- graded interview questions
- notes taken during the interview
- copy of student's thank you letter
- one-page report of knowledge gained from the interview
- contact information for the person interviewed, such as e-mail address or name, address, and phone number
- title/position of the person interviewed

(TEKS 12A, 12C, 12D, 12E, 12F)

TAKS READING

TAKS SCIENCE

TAKS SOCIAL STUDIES

### #3 INTERVIEW/PROJECT

Assign students to interview an entrepreneur in a career related to the textile and apparel industries. Guide students to develop questions such as the following:

- Why did you open your own business?
- What services does your business provide?

(TEKS 12C, 12D, 12E, 14A)

TAKS WRITING

TAKS SCIENCE

***TA 10a-b Brochure Assessment***

- What training did you have before you opened your business?
- How long did it take for your company to become profitable?
- What are the advantages and disadvantages of owning your own company?
- How did opening your own company affect your family?-
- What opportunities are there today for someone to start their own business in the textile and apparel industries?
- What future opportunities do you foresee?
- If you had it to do all over, would you go to work for an established company or open your own business? Why?
- What advice would you give a prospective entrepreneur?

Lead students to present interview results and compile information about textile and apparel entrepreneurial opportunities. Guide students, as a class, to create a pamphlet or brochure promoting entrepreneurism and specific opportunities within the textile and apparel industries. Each student can contribute information about the specific career or business investigated. The pamphlet/brochure should be informative and interesting. Teaching Aids 10a-b, ***Brochure Assessment***, may be used to guide development of the class pamphlet/brochure.

### #4 PANEL DISCUSSION

(TEKS 12A, 12C, 12D, 12E, 12F, 14A)

TAKS READING TAKS WRITING

TAKS SCIENCE

Invite people who work in textile and apparel industries to participate as panel members; college professors may also be beneficial. Ask participants to provide information or examples related to the following topics:

- starting salaries
- salary increases
- job advancement opportunities
- available training
- number of people employed
- advantages and disadvantages of various jobs
- hours spent working
- future employment outlook
- entrepreneurial opportunities

Prior to the panel presentation, divide the class into listening teams and have teams select topics from the above list. Have teams submit advance questions related to their topic and then listen during the presentation for answers to their questions. Questions could be e-mailed to panel members prior to their visit. Following the presentation, have each team summarize key points related to their topics. Lead students to compare various careers covered in the presentation.

### #5 INTERNET SEARCH/INDIVIDUAL ACTIVITY

(TEKS 12A)

TAKS READING TAKS SOCIAL STUDIES

Lead a class discussion on types and levels of education required for employment in various textile and apparel production, management, and services occupations. Have students choose an occupational interest to research, such as apparel services aide, alterationist, laundry or dry cleaner manager, personal shopper, fashion image consultant, wedding consultant, fashion designer, sketching assistant, textile chemist, salesperson, buyer, and product developer. Have students conduct an Internet search to collect information about education and training requirements for the occupation. For instance, students can visit the Web sites of colleges, universities, and schools that offer related degrees or certifications. Have students write a brief report to present to class. Examples of Web sites are included on Teaching Aids 11a-b, ***Educational Programs***. Teaching Aid 12, ***Internet Search***, can be used as a worksheet for organizing information.

***TA 11a-b Educational Programs***

***TA 12 Internet Search***

### *#6 CATEGORIZATION/CLASS DISCUSSION*

Use the chalkboard, craft paper, or poster board to write the following categories as headers: Entry Level or High School, Advanced Training, and College or Professional Level. On slips of paper, write the titles of jobs that will fit under each category. Have each student draw a slip, go to the board, and write the job title under the correct category. After all the job titles are placed, lead a class discussion asking students to justify why each job was placed in a particular category.

(TEKS 12A)

TAKS READING

TAKS SOCIAL STUDIES

### *#7 INTERNET RESEARCH/VISUAL DISPLAY*

Have students work in groups to explore career opportunities in one of the sections on Teaching Aid 7, ***Textile and Apparel Career Overview***. Have students develop a visual display that presents pertinent information, such as the following:

- Nature of the work
- Working conditions
- Preparation requirements
- Earnings
- Opportunities for employment
- Outlook

An excellent source of career information, with which students should become familiar, is the Occupational Outlook Handbook (on-line at *www.bls.gov*). Multiple careers in the textile and apparel industries can be found under Career Guide to Industries (see the Manufacturing section for occupations in Apparel and Textile Production and in Textile Mill Production; see Wholesale and Retail Trade for occupations in Department, Clothing, and Accessory Stores).

Lead students to share their findings and present their visual displays. Teaching Aid 13, ***Activity Assessment***, may be used to evaluate the visual display.

(TEKS 12A, 12E, 12F)

***TA 7 Textile and Apparel Career Overview***

***TA 13 Activity Assessment***

TAKS READING

TAKS SOCIAL STUDIES

### *# 8 VIDEOTAPE*

Have students view a video about employment opportunities and preparation requirements in a textile and apparel career area, such as *Fashion Careers*. Following the video, ask students to list two careers they found most interesting and explain reasons for their choices.

(TEKS 12A, 12D)

TAKS READING

### *FCCLA ACTIVITIES*

- Career Connection: PLUG IN to Careers, SIGN ON to the Career Connection, LINK UP to Jobs
- Families First: Balancing Family and Career
- Leaders at Work
- STAR Events: Applied Technology; Entrepreneurship; Illustrated Talk; Interpersonal Communication; Job Interview
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 3

## Employability Success in the Textile and Apparel Industries

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

2A Identify routine tasks that employees may perform.
2B Follow procedures identified for performing tasks.
2C Apply resource management procedures when completing assigned tasks.
11A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
11B Demonstrate effective methods to secure, maintain, and terminate employment.
11C Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
11D Evaluate the relationship of good physical and mental health to job success and achievement.
11E Demonstrate appropriate grooming and appearance for the workplace.
11F Demonstrate appropriate business and personal etiquette in the workplace.
11G Exhibit productive work habits and attitudes.
13A Summarize the rights and responsibilities of employers and employees.
14A Analyze challenges of managing multiple family, community, and wage-earner roles.
14B Exhibit management practices facilitating individuals assuming multiple roles.

### Chapter Vocabulary

approach
buying change
change fund
communication
demonstration
etiquette
inventory
perpetual inventory
Point of Sale (POS) System
positive sales closer
sales check or sales slip
sales commission
scanners or optic readers
statement
stock
till

# RESOURCES

## Book

Weber, J. (2003). *Clothing Fashion, Fabrics, & Construction (4th ed.).* Peoria, IL: Glencoe/McGraw-Hill.

## Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University

- *Career Self Assessment: Where Do You Fit?*
- *Sell Yourself: Successful Job Interviewing*

## Web Sites

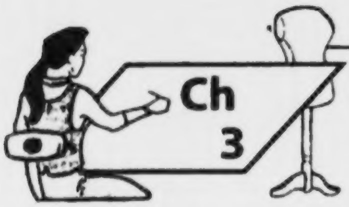
Employability Skill Assessment
*www.coe.uga.edu/cgi-bin/cgiwrap/~rhill/esa.pl*

Jobs In Fashion
*www.jobsinfashion.com/careercenter/checklist.cfm*

Small Business Association
*www.sba.online.sba.gov*

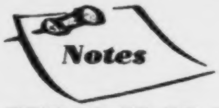
Textile Human Resources Council
*www.thrc.crhit.org/english/industry.asp/careers.asp*

Youth Employment Information
*www.careercc.org/career directions*
*www.youth.gc.ca/looking/st2_e.shtml*



### #1 OBSERVATION

Arrange with textile and apparel industry companies for your students to job shadow different employees. Have students complete Teaching Aid 14, **Job Shadow Experience.** After the job shadowing experience, have students write letters of thanks to the people who helped them in the job shadowing experience.



(TEKS 2A, 2B, 2C, 11A, 11D, 11E, 11F, 11G)

***TA 14 Job Shadow Experience***

TAKS READING

### #2 PANEL DISCUSSION

Invite a panel of individuals from the textile and apparel industries to discuss their careers, duties, business etiquette, work habits, and management procedures used in their day-to-day work. Guide students in developing a list of questions for the panel members prior to the visit. Send these to the panel members in advance.

(TEKS 2A, 2B, 2C, 11A, 11C, 11D, 11E, 11F, 11G)

TAKS SCIENCE

### #3 INTERVIEW/DEMONSTRATION

Have students locate an individual in a textile and apparel industry and ask the individual to list routine tasks that are done on a regular, repetitive basis. If possible, have the person demonstrate any tasks that are not familiar or clear to the student.

Have students demonstrate routine tasks for the class. Lead students to compile a list of routine tasks from all interviews and identify those most common. Lead students to discuss the importance of learning to perform routine tasks common to many jobs in the industry.

**Key Questions**

- What tasks are routinely done in different textile and apparel jobs?
- Why is it important to perform routine tasks effectively?
- How does knowing how to perform a variety of routine tasks increase a person's employability success?
- How can you increase your skill in performing routine tasks?

(TEKS 2A, 2B, 2C, 11A, 11C, 11D, 11F, 11G, 13A)

TAKS READING

### #4 DEMONSTRATION

Set up a mock work station that might be found in a textile and apparel industry. Have students investigate the work station and explain why items are placed where they are. Have students move specific items and attempt to accomplish assigned tasks. Discuss how the arrangement of items is part of time management.

(TEKS 2A, 2B, 2C)

### #5 GROUP ACTIVITY/DEMONSTRATION

Provide students with supplies needed for a complicated project. Have students begin working on the project without discussion or time to investigate supplies. After a time limit, have students move to another work area in the room.

(TEKS 2C, 11A)

TAKS SOCIAL STUDIES

Tell students to investigate and organize the provided supplies. Again have them work on a project. Lead a class discussion on how organization will make a project easier and less confusing.

**Key Questions**

- How did organizing your supplies help you in completing your project?
- What employability skills did this represent?
- Why do employers look at employees' organizational skills, time management skills, and resource management skills?

(TEKS 2A, 2B, 2C, 11B, 11C, 11D, 11G)

***TA 15 Benefiting Your Employer and Company Financially***

### *#6 WRITTEN EXERCISE/CLASS DISCUSSION*

Provide students with a copy of Teaching Aid 15, **Benefiting Your Employer and Company Financially**. Have students work individually or in groups to write short responses and give examples to the questions. Students may need to interview people, use classroom resources, the library, and the Internet to locate the information and examples. Lead a class discussion based on students' responses, using Teaching Aid 15 as a guide to key questions.

(TEKS 2C)

***TA 16 Resource Management***

TAKS READING

TAKS SOCIAL STUDIES

### *#7 DISCUSSION/INDIVIDUAL ACTIVITY*

Lead students to use the Reference Book, library, Internet, and other classroom resources to find information on resource management. Lead a class discussion on resource management.

**Key Questions**

- What resources do you bring to the job?
- Which of your resources do you use in your job?
- How do resource management skills make you a better employee?

Instruct students to read and complete the case study on Teaching Aid 16, ***Resource Management***.

Have students create a visual using pictures from magazines to show employees applying resource management skills in the work environment. Have students present and explain their visuals to the class.

(TEKS 2C, 14B)

***TA 17 Time Management Strategies***

***TA 18 Daily Time Schedule***

TAKS SOCIAL STUDIES

TAKS MATH

### *#8 INDIVIDUAL PROJECT*

Distribute Teaching Aid 17, ***Time Management Strategies***, and Teaching Aid 18, ***Daily Time Schedule***. Have students develop a daily planner. Direct students to use the back of the Daily Time Schedule as a journal to describe how they are accomplishing time management strategies in their school, work, and personal life. As a Power of One: A Better You project, students could develop and implement a plan to improve time management skills.

### #9 BRAINSTORMING/CLASS DISCUSSION

(TEKS 2C, 14A, 14B)

TAKS READING

TAKS SCIENCE

Lead the class to brainstorm activities they combine together to complete two tasks at one time. Examples include the following:

- Doing homework for one class during free time in another.
- Visiting with a friend while working on homework together.
- Listening to the TV and the radio while doing homework.
- Having your friends over to eat dinner with your family.
- Making a deposit into your checking account while doing your grocery shopping.

Have students define the term *dovetailing*. Lead the class in a discussion of dovetailing as a time management tool.

**Key Questions**

- Why is dovetailing an effective time management tool?
- What are examples of work tasks that can be effectively dovetailed?
- What are examples of ways to dovetail work, home, and family responsibilities?

### #10 GROUP ACTIVITY/DISCUSSION

(TEKS 2C)

TAKS READING

TAKS SOCIAL STUDIES

Divide the class into groups. Provide students with directions for conducting a group activity. Have groups begin working on the activity; while they are working, select one member from each group and pull them from the group. After 10 minutes, return the pulled members to the groups. After a minute, have the students stop their work and discuss how one missing group member disrupted the progress of the whole group. Relate this to tardiness to work and absenteeism from work.

**Key Questions**

- While one member of your group was gone, did another member have to fill in the gap?
- When the member returned to your group, did you have to take time to explain what the member had missed?
- Relate this to the working environment. How can one employee's tardiness or absenteeism cost the other employees time?

### #11 INDIVIDUAL ACTIVITY

(TEKS 11A, 11B)

Provide students with a variety of employment applications from different textile and apparel companies. Have students complete the applications for practice. Lead students to discuss how the applications may differ and the information that each application requires.

### #12 PROJECT

(TEKS 11A, 11B)

TAKS READING

TAKS WRITING

Have students begin to develop a portfolio with a resumé, letters of reference, and other tools. The portfolios can also be produced electronically. For more information on portfolios and electronic portfolios, see the **Creative Ideas** section of this guide.

The following Teaching Aids include tools for teaching students effective methods to secure, maintain, and terminate employment and effective verbal, nonverbal, written, and electronic communication:

Teaching Aid 19, **Where Do You Look for Jobs?**
Teaching Aid 20, **Letter of Inquiry**
Teaching Aid 21, **Guidelines for Writing Resumés**
Teaching Aid 22, **Guidelines for Writing Letters of Application**
Teaching Aid 23, **Guidelines for Completing Job Applications**
Teaching Aid 24, **Sample Job Application**
Teaching Aid 25, **Interview Questions**
Teaching Aid 26, **Sample Follow-up Letter**
Teaching Aid 27, **Guidelines for Terminating Employment**
Teaching Aid 28, **Suggested Obligations in Terminating Employment**

***TA 19 Where Do You Look for Jobs?***

***TA 20 Letter of Inquiry***

***TA 21 Guidelines for Writing Resumés***

***TA 22 Guidelines for Writing Letters of Application***

***TA 23 Guidelines for Completing Job Applications***

***TA 24 Sample Job Application***

***TA 25 Interview Questions***

***TA 26 Sample Follow-up Letter***

***TA 27 Guidelines for Terminating Employment***

***TA 28 Suggested Obligations in Terminating Employment***

Have students develop examples of their portfolios/electronic portfolios. See the **Creative Ideas** section for an explanation. Teaching Aid 29, **Differentiating the Levels of Electronic Portfolio Implementation**, provides guidelines for using electronic portfolios. Teaching Aid 30, **Digital Portfolios**, provides design principles.

***TA 29 Differentiating the Levels of Electronic Portfolio Implementation***

***TA 30 Digital Portfolios***

(TEKS 11A, 11B, 11D, 11E)

***TA 31 Sell Yourself: Tips for Successful Interviews***

TAKS READING

### #13 VIDEOTAPE/CLASS DISCUSSION

Have students view the video *Sell Yourself: Successful Job Interviewing.* Display Teaching Aid 31, **Sell Yourself: Tips for Successful Interviews,** and lead students to discuss each point.

**Key Questions**

- Why does the way you dress matter in an interview?
- What is the benefit to breathing deeply and relaxing?
- Why are you advised to be yourself?
- Why is being on time so important to the success of a job interview?
- What are you telling the other person when you introduce yourself?
- Why is the handshake so important?
- Why does your facial expression play a role in successful job interviews?
- Why is it important to be professional, even if you know the person you are interviewing with?
- Why should you listen during an interview?
- Why is eye contact important?
- What are the benefits to thinking before you answer?
- What is the difference between bragging and speaking confidently?
- Why should you not trash people in a job interview?
- Why should you not use vulgar language?

(TEKS 11A, 11B, 11D, 11E)

### #14 DEMONSTRATION

After viewing the videotape on job interviewing in Strategy 13, have students select a career in a textile and apparel industry that interests them. Have the students dress for and complete a mock interview. Instruct students to follow the steps on Teaching Aid 32, **Before, During, and After Interviews.** You may want to have students practice in pairs before interviewing with the teacher. Discuss any observed nervous habits.

***TA 32 Before, During, and After Interviews***

Have students dress for interviews once a month. This will help them become comfortable in their business attire. **Note**: This activity could be conducted in conjunction with a STAR Event: Job Interview.

FCCLA

### *#15 ROLE PLAY/DISCUSSION*

(TEKS 11A, 11C, 13A)

TAKS READING

Have students role play situations in the workplace where conflict could arise. Include situations involving conflict with a coworker and conflict with an employer. Lead students to discuss how each situation should be handled. The following is an example situation:

> *For the past week, Carol has failed to straighten the dressing rooms before leaving her shift. Janet has had to spend the first 45 minutes of her shift doing the work Carol should have done. Janet is getting angry. What should Janet do?*

**Key Questions**
- Should conflict with coworkers or employers be handled the same as a conflict with your family? Why?
- What are some ways of resolving conflict with coworkers and employers?
- How does conflict impact the workplace?
- Why are conflict resolution skills important to employability success?

### *#16 BRAINSTORMING/WRITTEN EXERCISE*

(TEKS 2C, 11A, 11C, 11D, 11F, 11G, 13A)

TAKS SOCIAL STUDIES

Lead students to brainstorm qualities of successful employees and managers. List responses on the overhead. Have students write an essay titled "If I were the employer ...My ideal employee would be..." Ask students to incorporate qualities from the brainstorming session. Lead students to share their essays with the class.

### *#17 INDIVIDUAL ACTIVITY*

(TEKS 2C, 11A, 11C, 11D, 11F, 11G)

***TA 33 Personal Qualities Case Study***

TAKS READING

Provide students with copies of Teaching Aid 33, **Personal Qualities Case Study**. Instruct students to read the case study and respond to the questions. Following the activity, lead students to share and discuss their responses.

### *#18 SKIT/DISCUSSION*

(TEKS 2A, 2B, 2C, 11A, 11B, 11C, 11D, 11F, 11G)

TAKS READING TAKS SOCIAL STUDIES

Have students create and perform skits demonstrating productive work habits and attitudes. Lead students to discuss how this relates to employability skills.

**Key Questions**

- How is effective communication related to productive work habits and positive attitudes?
- How is reliability and punctuality part of being a productive worker?
- How does punctuality show positive work attitudes?
- In what ways are productive work habits and working well with others related?
- How is a willingness to learn a productive work habit?
- How does employee initiative relate to productive work habits and attitudes?

(TEKS 2B, 11A, 11B, 11C, 11E, 11F, 11G, 13A)

TAKS READING TAKS SCIENCE

### *#19 INTERVIEW/WRITTEN EXERCISE*

Have each student interview a person who supervises or manages several employees as part of his or her job responsibilities. Help students prepare a questionnaire to use during the interview. Include questions regarding the importance of an employee's attitude, character, ethics, standards, and professionalism in the workplace. Have students write a one-page summary of their interviews. Direct students to share their findings with the class.

(TEKS 2C, 11A, 11D, 11E, 11F, 11G)

***TA 34 Career Search***

### *#20 INTERNET SEARCH/ACTIVITY*

Have students research careers in the textile and apparel industry. Direct students to find three different careers they would be interested in learning more about. Have students go to a career search Web site, such as *www.careerkey.org*. They may also refer to career research completed in strategies for Chapter 2.

Arrange for students to take an interest inventory. Have students compare results of their interest inventory to the three occupations they have chosen. Students may find that they want to change their selected careers. After final selection, have students research in-depth the three careers. Have them use Teaching Aid 34, **Career Search**, as a guide.

(TEKS 2C, 11A)

***TA 10a-b Brochure Assessment***

TAKS READING TAKS WRITING

### *#21 INDIVIDUAL PROJECT*

Have students create an informational brochure or newsletter about one of their researched careers from Strategy 20. The brochure or newsletter should inform readers about the career, skills needed, salary ranges, training and/or education required, available funding for education or training, strategic locations to live to have the best opportunities for the career, and proposed outlook for the career. Teaching Aids 10a-b, **Brochure Assessment**, may be used to guide and evaluate the brochure.

(TEKS 2A, 2B, 2C, 11A, 11B, 11C, 11D, 11F, 11G)

TAKS SCIENCE

### *#22 BRAINSTORMING/DISCUSSION*

Have students brainstorm employability skills. Examples include the following:

TAKS READING
TAKS SOCIAL STUDIES

Time Management
Manners
Attitude
Integrity
Awareness
Following Rules
Honesty
Communication
Appropriate Dress
Professional Development

Personality
Commitment
Attention to Detail
Team Work
Following Directions
Initiative
Stamina
Attendance
Knowledge

Lead students to describe and discuss the importance of each of the employability skills.

**Key Questions**

- Why do the listed employability skills affect employee's raises?
- Why do employers look at employability skills to decide if someone gets a promotion?
- Why do employers use employability skills to decide if someone will be "let go" or laid off?
- Why are employability skills evaluated by employers during semiannual and annual appraisals?

Explain to students that appraisals are based on employability skills. Generally a company will use one appraisal form for all employees; therefore, the characteristics evaluated are general employability skills. Some jobs may have special or specific skills; these might not appear on the appraisal form. Improvement of employability skills is a lifelong process, and regardless of length of time on the job, if the appraisal form does not score well on employability skills, the job can be lost.

(TEKS 2C, 11A, 11B, 11C, 11D, 11F, 11G)

***TA 35a–d Self-Evaluation Checklist for Textile and Apparel Industry Employees***

TAKS READING
TAKS SOCIAL STUDIES

FCCLA

### *#23 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE*

Provide copies of Teaching Aids 35a–d, **Self-Evaluation Checklist for Textile and Apparel Industry Employees.** Instruct students to read the directions and complete the self evaluation.

Have students analyze the self evaluation to find their strengths and weaknesses. Direct students to write a one-page paper on how their strengths will help them attain and retain employment. Have students include areas they think need improvement and suggest ways to strengthen skills in these areas. This could be done as an FCCLA Power of One or Career Connection project.

(TEKS 11A, 11B, 11C)

***TA 36 It's All In The Way You Say It***

### *#24 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE*

Display Teaching Aid 36, ***It's All In The Way You Say It.*** For each statement, have one student read the first part, and have a second student read the bolded restatement. Then assign students to write down three to five of their own personal characteristics and turn each into a positive employability skill that could be used on a resumé or in a job interview. Have students keep their copy for use in the employment portfolio developed in Strategy 12.

### #25 VIDEOTAPE

(TEKS 11B, 11D, 11G)

Have students view a video about career assessment and personal interest, such as *Career Self Assessment: Where Do You Fit?* The study guide included with the video provides several activities to help students assess their career interest and abilities.

### FCCLA ACTIVITIES

- Career Connection: PLUG IN to Careers, SIGN ON to the Career Connection, LINK UP to Jobs
- Leaders at Work
- STAR Events: Applied Technology; Career Investigation; Entrepreneurship; Illustrated Talk; Interpersonal Communication; Job Interview
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 4

## Workplace Safety

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

2D Utilize safe and effective work habits, procedures, and time schedules for completing prescribed tasks.

5B Demonstrate safety practices when completing apparel production tasks.

6G Demonstrate safety practices when completing tasks related to the alteration, repair, and customization of textile and apparel products.

7B Explain how regulations pertaining to workplace safety, labor, and environmental issues affect the commercial textile and apparel care operation.

13A Summarize the rights and responsibilities of employers and employees.

### Chapter Vocabulary

cardiopulmonary resuscitation (CPR)
Certificates of Occupancy
ergonomics
MSDs
negligence
Occupational Safety and Health Act of 1970
Occupational Safety and Health Administration (OSHA)
worker's compensation laws

# RESOURCES

## Agencies and Organizations

Interstate Labor Standards Association

National Institute for Occupational Safety and Health

Texas Workforce Commission

United States Department of Labor-Occupational Safety and Health Administration

United States Environmental Protection Agency

## Book

Weber, J. (2003). *Clothing Fashion, Fabrics & Construction (4th ed.).* Peoria, IL: Glencoe/McGraw-Hill.

## Web Sites

American Textile Manufacturers Institution
*www.atmi.org*

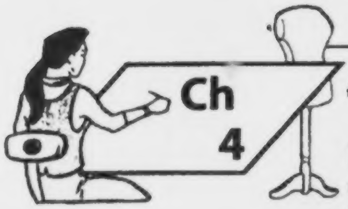
Interstate Labor Standards Association
*www.ilsa.net*

National Institute for Occupational Safety and Health
*www.cdc.gov/niosh*

US. Department of Labor-Occupational Safety and Health Administration
*www.osha.gov*

U.S. Department of Labor, Youth Rules
*www.youthrules.dol.gov*

U.S. Environmental Protection Agency
*www.epa.gov*



### #1 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have each student select one tool that is used often in their work. Instruct them to write safe handling and use procedures for the tool. Have them include safety do's and don'ts when using the tool. Lead students in sharing their procedures with the class.

(TEKS 2D, 5B, 6G)

TAKS SCIENCE

### #2 LABORATORY EXPERIENCE/VISUAL DISPLAY

Have students look at Material Safety Data Sheets (MSDS) at their training stations. They may need to ask their training sponsors for help in accessing the sheets. Have each student select one MSDS for commonly used products, interpret the MSDS, and report findings to the class. Compile examples of MSDS from various work sites in a visual display.

(TEKS 2D, 5B, 6G, 7B)

TAKS READING

TAKS SOCIAL STUDIES

### #3 RESOURCE PERSON/DEMONSTRATION

Direct students to research and list guidelines for safe lifting procedures. Arrange for a resource person to demonstrate safe lifting procedures for the class. Set different sizes and weights of boxes at different heights around the room. Have students explain and demonstrate proper lifting techniques of the different boxes.

(TEKS 2D, 5B)

TAKS READING

TAKS SCIENCE

### #4 WRITTEN EXERCISE

Have students work individually or in groups to write a scenario of a fictitious personal problem that an individual might have to deal with while working. Lead students to discuss how personal problems can impact work life and appropriate ways to deal with personal problems, such as those in the scenarios.

(TEKS 2D, 5B, 6G, 13A)

**Key Questions**

- How can personal problems impact work (or school) performance?
- Why are employees who are upset or concerned about problems at home more apt to be in an accident?
- What are some hazards that emotionally upset employees might cause or be involved in?
- Why should an employee leave personal problems at home as much as possible?
- What are some suggestions for separating personal problems from work performance?

### #5 INDIVIDUAL ACTIVITY

Instruct students to write a description of the safety procedures, including safety training, and escape routes for their workplace. Have students draw a diagram of escape routes and show locations of emergency equipment. Have students present their diagrams to the class.

(TEKS 2D, 5B, 7B, 13A)

TAKS SCIENCE

Notes

(TEKS 2D, 5B, 6G, 7B)

TAKS SOCIAL STUDIES TAKS SCIENCE

### *#6 SCENARIO/GROUP ACTIVITY*

Divide the class into groups. Instruct each group to develop a scenario of an accident that could happen at a job site in a textile and apparel industry. Have the groups exchange scenarios and write about the procedures employees would follow to handle the situation, as well as procedures needed to keep the situation from occurring.

(TEKS 2D, 5B, 7B, 13A)

FCCLA

### *#7 RESEARCH/PRESENTATION*

Have students research rights and responsibilities of teen workers from the OSHA Web site at *www.osha.gov* (go to Teen Workers, then the sections on "What are Teen Responsibilities?" and "What are Teen Rights?"). Have students work as a group to develop the information into a presentation to be given to other groups. This could be done as an FCCLA project. Encourage students to use technology in developing and implementing the presentation.

(TEKS 2D, 5B, 6G, 7B)

TAKS READING

### *#8 RESEARCH/CLASS DISCUSSION*

Have students research job-related deaths and injuries of teen workers. Information on Occupational Injuries, Illnesses, and Fatalities is available on the Youth Rules Web site of the U.S. Department of Labor (*www.youthrules.dol.gov*). Instruct students to look under Youth Statistics. Have students present findings to the class. Lead a class discussion based on the key points covered.

**Key Questions**

- What occupations had highest incidents of occupational fatalities?
- What types of injuries caused most lost workdays?
- What percentage of fatalities in retail trade were caused by robberies/homicides?
- What is being done, or has been done, to decrease job related deaths and injuries?
- What can students as employees do to avoid work-related injuries and death?

(TEKS 2D, 5B, 6G, 7B)

TAKS SOCIAL STUDIES

### *#9 EDUCATIONAL TOUR/VISUAL DISPLAY*

Have students read Chapter 4 of the Reference Book to determine common safety hazards in the workplace. Have students visit a dry cleaner, alterations shop, or apparel store where alterations are provided as a service to customers. While students are touring the facility, have them note areas and actions that could be potential safety hazards, as well as safety practices and procedures in place to reduce safety hazards. In class, following the tour, lead students to share and discuss observations. Using PowerPoint, posters, or other visual aids, have students create a visual display on "Workplace Safety Habits."

### #10 INTERNET SEARCH

Have students conduct an Internet search for groups and organizations within the textile and apparel industries that promote and monitor safety in the workplace. Possible Web sites include the American Textile Manufacturers Institute (*www.atmi.org)* and OSHA (*www.osha.gov*). Assign at least one student to read and report about ATMI's safety program, "The Quest for the Best in Safety and Health." Have students present their findings to the class.

(TEKS 7B, 13A)

### #11 RESEARCH/APPLICATION

Have students research ergonomics in the textile and apparel industries. Have students use the Reference Book and the Internet as resources. A section on Ergonomics can be accessed from OSHA's home page (*www.osha.gov*). Additional information can be accessed using "ergonomics" in a search.

Using information found in the research, have students evaluate the classroom and employment work areas for ergonomic effectiveness.

(TEKS 7B)

TAKS READING

TAKS SCIENCE

### #12 GUEST SPEAKER/DEMONSTRATION

Invite a guest speaker from the Red Cross or other training facility that offers cardiopulmonary resuscitation (CPR) training. Ask the speaker to explain the importance and benefits of employees knowing CPR. If time in the semester permits, provide opportunity for students to participate in CPR training and certification. Training could be done as part of an FCCLA project.

(TEKS 7B)

### #13 CLASS DISCUSSION/GROUP ACTIVITY

Show students pictures of work environments that are unsafe. Have them discuss what in each picture is unsafe. List responses on the board or overhead. You may need to stage and photograph some examples yourself; or have student groups create the photographs. Reference for possible hazards are in Chapter 4 of the Reference Book.

Ask students, "Who is responsible for a safe working environment, the employer or the employee?" Lead students to discuss responses. Display Teaching Aid 37, **Who Is Responsible for a Safe Working Environment?**, and emphasize the responsibilities cited for both employer and employee.

Display Teaching Aid 38, **A Safe Workplace.** Point out the additional role of the Occupational Safety and Health Administration (OSHA) in promoting workplace safety. Teaching Aid 39, **OSHA Standards for Textile and Apparel Industries,** lists areas of the textile and apparel industries that are regulated by OSHA standards.

(TEKS 2D, 5B, 6G, 7B, 13A)

***TA 37 Who Is Responsible for a Safe Working Environment?***

***TA 38 A Safe Workplace***

***TA 39 OSHA Standards for Textile and Apparel Industries***

TAKS READING

TAKS SOCIAL STUDIES

TAKS SCIENCE

Have students work in groups to develop a set of safety practices for a specific workplace in the textile and apparel industries. Instruct each group first to describe the workplace (i.e., textile manufacturing plant, manufacturer of a specific apparel item). Students should then write a set of safe work regulations to be followed by (1) the employer and (2) all employees. Have students prepare the regulations in the form of a poster to be displayed in the workplace. Have students share their group poster with the class.

(TEKS 7B, 13A)

TAKS READING

TAKS WRITING

### *#14 RESOURCE PERSON*

Invite a guest speaker from an agency which performs on-site safety visits, such as a local OSHA representative or campus safety inspector. Ask the speaker to point out what a safety inspector looks for, what regulations govern various types of businesses, and what is required when corrections are required. Have students submit a written summary of key points of the presentation.

### *FCCLA ACTIVITIES*

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Leaders at Work
- Power of One: Working on Working
- STAR Events: Entrepreneurship; Illustrated Talk
- Power of One: Working on Working
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

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# Chapter 5

# Organizational Goals, Policies, and Procedures

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1A Contrast the organizational structure of selected businesses in the textile and apparel industries.

1B Describe how goals, policies, and procedures influence business structures.

1C Relate the impact of organizational goals, policies, and procedures to each individual's job performance.

1D Explain the importance of scheduling in managing employee work assignments.

1E Analyze demographic, economic, and societal factors influencing organizational goals, policies, and procedures.

13A Summarize the rights and responsibilities of employers and employees.

13B Exhibit ethical practices as defined by the textile and apparel industries.

## Chapter Vocabulary

- accountability
- chain of command
- closed shop
- code of ethics
- company protocol
- compensation
- complaint
- dismissal or termination
- ethics
- goal
- grievance
- hierarchy
- incentive
- incident file
- job description
- labor union
- management
- mid-management level
- minimum wage
- mission statement
- open shop
- organizational chart
- orientation
- peak seasons
- performance appraisal
- policy
- policy manual
- procedures
- resignation
- salary plus commission
- salary plus commission-over-quota
- staff level
- standard operating procedures (SOPs)
- straight commission
- straight salary

# RESOURCES

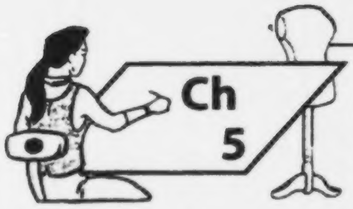
## Web Sites

American Apparel and Footwear Association
*www.americanapparel.org*

American Marketing Association Code of Ethics
*www.marketingpower.com*

Kellwood Company Corporate Code of Conduct
*www.kellwood.com*

Worldwide Responsible Apparel Production Principles
*www.wrapapparel.org*



### *#1 ORGANIZATIONAL CHART*

Have students work in groups to research companies in the textile and apparel industries. Have groups select one company from their research and create an organizational chart for the company. Their organizational charts should include descriptions of job titles, the number of employees, and the tasks of employees. Information on organizational policies and an example of an organizational chart can be found on pages 63-64 of the Reference Book.

Have groups complete Teaching Aid 40, **Reviewing Organizational Structures,** and Teaching Aid 41, **Understanding Organizational Structure,** to analyze the importance of each employee and job in the organization of a company. Lead groups in presenting their organizational charts and responses to the questions from the teaching aids.

### *#2 SCENARIO/ROLE PLAY/CLASS DISCUSSION*

Display Teaching Aid 42, **Ethics**. Lead students to discuss the meaning of ethics, drawing upon information from pages 64-65 of the Reference Book. Have students write their own definition of ethics in business. Assign students to write a scenario about someone being placed in an ethical dilemma at work. Have students present their scenarios to the class.

Divide the class into groups. Have each group select one of the scenarios and role play both ethical and unethical solutions to the dilemma. Lead the class in discussing potential consequences of each solution.

**Key Questions**
- What are examples of traits exhibited by ethical employees?
- What are examples of ethical decisions faced by employees in various textile and apparel industry positions?
- How can established company policy make it easier for an employee to make ethical decisions?
- How can an industry "Code of Ethics" help employees make ethical decisions?

### *#3 INTERNET SEARCH/WRITTEN EXERCISE*

Have students search the Internet for samples of Codes of Ethics. Possible Web sites include the following:
- American Apparel and Footwear Association, *www.americanapparel.org*
- American Marketing Association Code of Ethics *www.marketingpower.com*
- Kellwood Company Corporate Code of Conduct *www.kellwood.com* (See Corporate Policies)
- Worldwide Responsible Apparel Production Principles *www.wrapapparel.org* (See About WRAP, WRAP Principles)

**Notes**

(TEKS 1A, 1B, 1C)

***TA 40 Reviewing Organizational Structures***

***TA 41 Understanding Organizational Structure***

TAKS MATH

TAKS SOCIAL STUDIES

(TEKS 13B)

***TA 42 Ethics***

TAKS READING

TAKS SOCIAL STUDIES

(TEKS 13B)

***TA 43 Worldwide Responsible Apparel Production Principles***

***TA 44 Ethical Trade Organization Base Code***

Using the information found in the Internet Search, have students write a Code of Ethics for a textile or apparel business. Teaching Aid 43, **Worldwide Responsible Apparel Production Principles,** and Teaching Aid 44, **Ethical Trade Organization Base Code,** can be used as resources.

(TEKS 1C, 1D, 13B)

***TA 45a-b Performance Evaluation***

TAKS READING
TAKS MATH
TAKS SOCIAL STUDIES
FCCLA

### #4 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Using Teaching Aids 45a-b, **Performance Evaluation,** have students evaluate their own performance at work. Direct students to write a short essay summarizing their strengths and areas needing improvement. Discuss the need to be honest in this evaluation.

Have students write a plan suggesting ways they can maintain the good performances and ways they can improve their performance in the lower performance areas. This can be done as an FCCLA Power or One or Career Connection project.

(TEKS 1B, 1C, 1D, 1E)

TAKS READING
TAKS MATH
TAKS SOCIAL STUDIES

### #5 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read the section on Performance Appraisals on page 66 in the Reference Book. Instruct students to create an appraisal form for employers to use to evaluate employees in a specific textile or apparel industry position. Have students present their appraisal forms to the class. Lead students in evaluating the appraisal forms for their effectiveness in rating employees. Have students consider the importance of performance appraisals by discussing the following questions or writing individual answers.

**Key Questions**

- How does a performance appraisal benefit the employer?
- How does a performance appraisal benefit the employee?
- What are examples of employee characteristics typically evaluated in an appraisal?
- How does the employee's job description relate to the appraisal process?
- What is an incident file? How would an incident file relate to the appraisal process?

(TEKS 1C)

TAKS READING
TAKS SOCIAL STUDIES

### #6 GROUP OR INDIVIDUAL ACTIVITY

Have students, individually or in groups, select a business within the textile and apparel industries. Assign students to research the types of jobs and duties performed within the selected textile or apparel business. Have students then create a dress code governing acceptable dress for the business. Instruct students to write an explanation justifying their selected dress code and how the dress code will affect the work environment and employees. If students decide that uniforms are mandatory, have them provide reasons why uniforms are necessary.

### *#7 BRAINSTORMING/GRAPHIC ORGANIZER*

Lead students to brainstorm issues that a new employee of a textile and apparel manufacturing company might have. Have students select one of the ideas from the brainstorming session and determine the protocol that a company might have for an employee to follow in resolving the issue. Have students use available technology to create a graph or chart to illustrate the protocol to be followed regarding their specific issue.

**(TEKS 1B, 1C, 1E, 13A)**

TAKS SCIENCE

TAKS MATH

### *#8 WRITTEN EXERCISE/APPLICATION*

Have students write down the steps they follow to conduct an Internet search activity. Have them estimate the amount of time they spend on each step. Point out that they have just drafted a Standard Operating Procedure (SOP) for an Internet search activity. Connect the activity to information on Standard Operating Procedures from page 71 of the Reference Book.

Instruct students to create a similar SOP for a selected textile or apparel task they perform in their training. Examples include making a specific alteration, conducting inventory, or checking supplies and equipment. Have students share their SOPS, and lead a discussion on purposes of standardized operating procedures.

**(TEKS 1C, 1D, 1E)**

TAKS MATH

**Key Questions**

- Why do companies use Standard Operating Procedures?
- Why do SOPs often cover routine tasks?
- Why is it important for employees to adhere carefully to SOPs?
- How would SOPs relate to quality management?
- When and how might a Standard Operating Procedure be improved or modified?
- What are some Standard Operating Procedures at your workplace? in your school?

### *#9 PROBLEM SOLVING/CLASS DISCUSSION*

Provide copies of Teaching Aid 46, ***Bob's Apparel.*** Have students read the scenario and develop a plan to solve the scheduling problem. Lead students to present and discuss their solutions.

**(TEKS 1D)**

***TA 46 Bob's Apparel***

TAKS MATH

**Key Questions**

- How would you alter the schedule to cover the shifts in Stephanie's absence?
- What other employees will have to change their plans because of Stephanie?
- How will Stephanie's absence affect these other employees?
- What if you were working at Bob's and you found out Stephanie is not sick but wanted to spend time with her boyfriend?
- What if Bob found out that Stephanie lied about being sick?

(TEKS 1C)

TAKS READING

TAKS SOCIAL STUDIES

### *#10 RESEARCH/WRITTEN EXERCISE*

Review information on Compensation of Employees from pages 73-74 of the Reference Book. Have students determine various methods of compensation used by a variety of textile and apparel businesses. Various methods could be researched through personal, telephone, or e-mail contacts, or by looking at employment sites on the Internet.

Have students write an essay comparing various compensation plans, including incentives that may be offered. Points that may be included are positive and negative aspects of various plans, reasons why various methods of compensation are needed, examples of businesses where each might be most appropriate, and how compensation and incentive packages impact productivity and employee behavior.

### *FCCLA ACTIVITIES*

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Chapter project: Have officers develop an incentive program for members
- Leaders at Work
- Power of One: A Better You; Take the Lead; Working on Working
- STAR Events: Entrepreneurship; Illustrated Talk; Interpersonal Communication
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 6

## Textiles & Apparel: Terminology, Use, and Care

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

3A Identify origins, properties, and qualities of natural and manufactured fibers.
3B Describe methods of fiber and yarn production.
3C Analyze the impact of technology on production of fibers, yarns, and fabrics.
3D Outline the textile design process from concept to finished product.
3E Differentiate types and methods of textile fabrication.
3F Summarize implications and methods of dyeing, printing, and finishing of textiles.
3H Determine factors affecting the cost of textile products.
5C Determine uses of technology in apparel design and production.
7A Define terms commonly used in commercial textile and apparel care.
12G Apply correct textile and apparel terminology.

### Chapter Vocabulary

bleaching
bonding
carding
cleaning
cloth
colorfastness
color sealed
crabbing
denier
designs
dyeing
embossing
fabric
fashion
fashion cycle
felting
filament fiber
fleece
generic name
hackling or combing
knitted fabrics
line
mercerizing
napping
off-grain
on-grain
polymers
ply
printing
shearing
singeing
sizing
spinneret
staple
style
tentering
tow
trademark
woolen yarns
Wool Products Labeling Act
worsted yarns
woven fabrics
yarn

Read chapter sections for additional terms related to specific types of animal fibers, vegetable fibers, and manufactured fibers.

# RESOURCES

## Agency and Organization

Natural Fibers Information Center, Bureau of Busines Research

## Book

Weber, J. (2003). *Clothing Fashion, Fabrics & Construction (4th ed.).* Peoria, IL: Glencoe McGraw-Hill.

## Teaching Kit

*Fabric Science Swatch Kit.* New York, NY: Fairchild Publications.

## Videotape

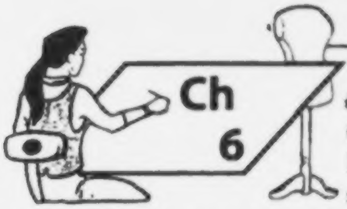
The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Clothing Fibers*

## Web site

Fiber World

*www.fiberworld.com*



Notes

### #1 INDIVIDUAL ACTIVITY

(TEKS 3A)

Give each student a small swatch of fabric. Have students unravel the top of the fabric swatch. Have them pull one thread from the swatch and unravel it until they get down to one "hairlike" unit. They should notice how tiny this is. Inform them that this is a *fiber*.

Have the students use a magnifying glass or microscope to look closely at the fiber. Have students describe its characteristics, such as long, short, straight, crimped, smooth, rough, shiny, or strong.

Have students rotate around the room looking at several fiber examples. As an additional option, instruct students to draw a sketch of the fibers as seen through the microscope or magnifying glass.

### #2 INDIVIDUAL ACTIVITY

(TEKS 3A, 3B)

Give each student one cotton ball. Have students loosen the cotton ball and pull out several fibers. Using one fiber, have them tug on it and note how easily it breaks. Have students twist two fibers together and see if the twisted fibers are stronger. Continue adding fibers until the fiber becomes strong. Discuss that once two or more fibers are twisted together, the item becomes a *yarn*.

#### Key Questions
- Did the single fiber require any pulling to break?
- Did the two-fiber yarn require more pulling?
- How many fibers did you twist together to make a strong yarn?
- How many fibers do you think it takes to make one yarn in a cotton sweater?

### #3 LABORATORY EXPERIENCE

(TEKS 3A, 3D, 3E)

***TA 47 Laboratory Fiber Identification***

***TA 48a-b Fiber Types: A Laboratory Investigation***

TAKS SCIENCE

Provide each student with four fabric samples. Each sample should be 100% fiber content; use fibers included on Teaching Aid 47, ***Laboratory Fiber Identification.*** Do not give students the fiber identities. Students will need access to a magnifying glass or microscope, tweezers, two glass dishes, five percent sodium hydroxide or bleach, acetone or nail polish remover, a votive candle, and tin foil. For safety, have a fire extinguisher present.

Give students a copy of Teaching Aids 48a-b, ***Fiber Types: A Laboratory Investigation.*** Have students complete the laboratory experience, following each step on the teaching aid.

After completing the experiments and recording results, give students a copy of Teaching Aid 47, ***Laboratory Fiber Identification***. Have students identify each type of fiber in their experiments from the information provided on the teaching aid.

(TEKS 3A, 3B, 3C, 3D, 3E, 3F, 3H, 5C, 7A, 12G)

### *#4 RESEARCH/SYMPOSIUM*

Obtain a packet of natural fibers. One source is the Natural Fibers Information Center, Bureau of Business Research. (See the **Resources** section for contact information.) Assign students to research natural fibers that are included in the packet. Have students preside as fiber experts for the class in a symposium.

(TEKS 3B, 3D, 3E, 12G)

TAKS SOCIAL STUDIES

### *#5 INDIVIDUAL ACTIVITY/PROJECT*

Have students use potholder makers to learn fabric characteristics. Direct students to tie yarns from peg to peg from top to bottom to create the *warp*. Lead students to use different colored yarns (*filling yarn*) to create examples of a plain weave, satin weave, and twill weave. Refer students to page 87, fig. 6.1, of the Reference Book for examples of each type of weave.

Instruct students to check the quality or finish of their weaving. Have them check that warp and filling yarns are at 90 degree angles (right angles).

Have students stitch around the outside edges of the weaves. This will create the *selvage*.

Have students remove their fabric from the potholder maker and pull from the top to the bottom *(warp)*; note how little give the fabric has. Direct students to pull from side to side; note how it has more give but the fabric will return to its original size and shape. Lead students to pull from corner to corner diagonally across the fabric *(bias)*; note how much more give the fabric has and that it may not return to its original shape.

**Note:** As an option to using potholder makers, have students graph the weaves on graph paper, using colored pencils. An additional option is to have students use thin strips of paper to create weave variations.

(TEKS 3A, 3B, 3C, 3D, 3E, 3H, 5C, 7A, 12G)

***TA 49 Guidelines for a Classroom Debate***

TAKS READING

### *#6 VIDEOTAPE/CLASSROOM DEBATE*

Have students view the videotape, *Clothing Fibers*. Have students complete the "Quiz on Clothing Fibers" included with the study guide that accompanies the video. Lead students to discuss answers.

Guide students to conduct a classroom debate in which one team takes the position that natural fibers are best for clothing and the other team promotes advantages of synthetic fibers. Teaching Aid 49, ***Guidelines for a Classroom Debate***, can be used to structure the debate.

(TEKS 3A, 12G)

***TA 50 Appropriate Fiber Choices***

TAKS READING

TAKS MATH

TAKS SOCIAL STUDIES

### *#7 INDIVIDUAL ACTIVITY*

Instruct students to complete Teaching Aid 50, ***Appropriate Fiber Choices***. Have students follow the instructions on the teaching aid to describe properties that make fibers inappropriate matches for their paired textile/apparel items and to suggest more appropriate fiber choices.

### *#8 RESEARCH/VISUAL DISPLAY*

Have students choose a manufactured fiber and research different aspects of the fiber. One possible Web site is Fiber World at *www.fiberworld.com* Additional information can be found using Ask Jeeves (*www.ask.com*); have students type in a question pertaining to their fiber. Instruct students to highlight the following information:

- Fiber history
- How is the fiber manufactured
- Different uses of the fiber
- Care and maintenance of the fiber
- Environmental issues concerning the production of the fiber

Have students prepare and present a visual display for their fiber.

(TEKS 3A, 3B, 3C, 3D, 3E, 3H, 5C, 7A, 12G)

TAKS SCIENCE

### *#9 LABORATORY EXPERIENCE*

Using potholder makers and white yarn, have students produce a piece of fabric, following instructions in Strategy 5. Direct students to use wax to make a design on their piece of fabric. Have students use food coloring to demonstrate piece dyeing. This also represents resistance to dyeing. Have students display their dyed fabric pieces.

(TEKS 3B, 3D, 3E, 3F, 7A, 12G)

TAKS SCIENCE

### *#10 LABORATORY EXPERIENCE/WRITTEN EXERCISE*

Give each student a piece of washed fabric. Have students use starch and an iron to press the fabric. Point out that the starch gives the fabric firmness, weight, and stiffness. Direct students to press (iron) the piece of fabric to a specific size. This will demonstrate sizing fabric. Have students outline fabric finishes for each of the following categories from pages 88-90 of the Reference Book:

- finishes that prepare fabrics for use
- finishes that affect appearance
- finishes that improve performance

(TEKS 3C, 3D, 3E, 3F, 7A, 12G)

TAKS SCIENCE

### *#11 LABORATORY EXPERIENCE*

Using frames and screens, have students design a picture on the screen. Have students use masking tape or paint to cover up all areas that are outside the design. Give each student a piece of fabric (100% cotton is best) or a cotton T-shirt. Have students use a roller or sponge brush and fabric paint to fill in their design. This represents screen printing.

For different media printing, students can use cut vegetables and fruit, manufactured stamps, sponges, leaves, or other natural forms. Teaching Aids 51a-b, ***Tie Dyeing***, and Teaching Aid 52, ***Batik***, provide additional types of printing and dyeing processes. Have students evaluate their projects for quality and compare different printing and dyeing processes and techniques.

(TEKS 3A, 3C, 3D, 3E, 3F, 7A, 12G)

***TA 51a-b Tie Dyeing***

***TA 52 Batik***

TAKS SCIENCE

(TEKS 3F, 5C, 7A, 12G)

TAKS SCIENCE

### #12 LABORATORY EXPERIENCE

Have students draw a design on a piece of muslin and place the muslin in a frame or embroidery hoop. Using yarn and a punch rug needle, have students punch the yarn into the muslin. As they punch into the muslin, reach under the material and hold the yarn at the desired length. The underside *(nap)* is the right side of the project. After their design is filled with yarn, direct students to place their project right side up on the table. Have students use shearing and sueding to create a three dimensional design.

As an alternative, provide samples of napped fabrics. Include samples that are plain without designs and some that have three dimensional designs. Use the samples to teach additional concepts about fabric finishes.

(TEKS 3F, 5C, 7A, 12G)

FCCLA

### #13 PROJECT/EDUCATIONAL TOUR

Have students create a class design or an FCCLA design. Visit a T-shirt printing company, and have students watch as their designs are screen printed or heat transferred onto their shirts. This activity could be expanded into an FCCLA fund-raising project.

(TEKS 3A, 3B, 3D, 3E, 3F, 3H, 5C, 7A, 12G)

***TA 53 Fabric Finishes***

***TA 54 Special Finishes***

TAKS SOCIAL STUDIES

### #14 CLASS DISCUSSION

Using Teaching Aid 53, ***Fabric Finishes,*** and Teaching Aid 54, ***Special Finishes,*** lead students to discuss the different finishes. Have students think of common uses of the different finishes.

**Key Questions**

- What are the purposes of various fabric finishes?
- What are some garments that require special or different fabric finishes? (i.e., fire fighter's coat)
- Why is knowledge of different fabric finishes important to a consumer? a dressmaker or tailor? a fashion designer?

(TEKS 3A, 3C, 3D, 3E, 3F, 7A, 12G)

TAKS SCIENCE

### #15 LABORATORY EXPERIENCE

Provide an assortment of dyed fabric samples that represent the following processes: stock dyeing, solution dyeing, yarn dyeing, piece dyeing, resist dyeing, and cross dyeing. Label each sample with a number. Have students examine each sample to determine the dyeing method, referring to explanations on page 89 of the Reference Book. Have students write down the number of each sample and beside each number indicate the dyeing process they think was used and reasons for that determination. After all students have analyzed and recorded information for every sample, lead them to compare and check results.

(TEKS 3A, 3C, 3D, 3E, 3F, 7A, 12G)

***TA 55a-b Evaluating the Effectiveness of Fabric Finishes***

### #16 LABORATORY EXPERIENCE

Provide students with a variety of fabric swatches that have different fabric finishes. Have them work individually or in groups to complete the laboratory experience in Teaching Aids 55a-b, ***Evaluating the Effectiveness of Fabric Finishes.*** After completing the tests and recording results, lead students to compare their findings.

TAKS MATH TAKS SCIENCE

### #17 RESEARCH/TEAMWORK

(TEKS 3C, 3E, 3H, 12G)

Divide the class into teams. Direct teams to select one type of fabric (i.e., cotton, polyester, nylon). Have teams visit a fabric retail store and find as many different fabric finishes as possible where the base fabric is their selected fabric. Have students report their findings with fabric samples to the class. Have students prepare a chart or graph displaying the cost of the different fabric finishes. Lead a class discussion on factors that impact fabric cost.

**Key Questions**

- Why do finishes add to the cost of fabrics?
- What finishes were most costly? Why?
- What benefits does the consumer receive by paying higher costs for certain finishes?

### #18 INDIVIDUAL PROJECT

(TEKS 3C, 3D, 3E, 3H)

TAKS MATH

Have students create a pricing chart to demonstrate the costing/pricing of textile and apparel products. Examples of factors students need to consider in the pricing chart include the following:

- Plant/factory/facility
- Raw product supply
- Employees
- Equipment
- Fabric finishes

### #19 GROUP ACTIVITY/VISUAL DISPLAY

(TEKS 3D, 3F, 7A, 12G)

TAKS SOCIAL STUDIES

Divide the class into groups. Instruct groups to use magazines, the Internet, classroom, and library resources to construct a visual display related to Consumer Acceptance of Apparel (see pages 93-95 of the Reference Book). Examples of topics include the following:

- Style versus Fashion
- Clothing Line versus Fashion Trends
- Classic versus Fad
- High Fashion versus Mass Fashion
- Fashion Cycles and Forward Fashions

Have groups present their visual displays to the class.

### FCCLA ACTIVITIES

- Financial Fitness: Cash Control; Consumer Clout
- STAR Events: Applied Technology; Career Investigation; Entrepreneurship; Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 7

# Elements & Principles of Design

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

4A Analyze elements and principles of design as related to apparel.

6E Apply elements and principles of design in altering, repairing, and customizing textile and apparel products.

## Chapter Vocabulary

accented neutral
analogous
back fullness silhouette
balance
bell silhouette
color wheel
complementary
cool colors
decorative lines
design
double complementary
elements of design
emphasis
formal or symmetrical balance
harmony or unity
hue
informal or asymmetrical balance
intensity
line
monochromatic
primary colors
primary neutrals
principles of design
progression or gradation
proportion
quaternary colors
repetition
rhythm
scale
secondary colors
shade
shape or form
space
split complementary
structural lines
tertiary or intermediate colors
texture
tint
tones
transition
triad
tubular silhouette
value
warm colors

# RESOURCES

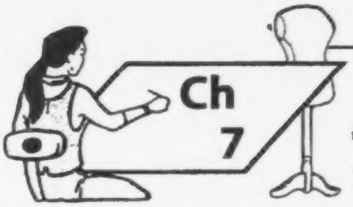
## Book

Weber, J. (2003). *Clothing Fashions, Fabrics, & Construction.* Peoria, IL: Glencoe/McGraw-Hill.

## Database

Lesson Plans-Color

*www.wvonline.com/dchs/LPcolor.htm*



**Notes**

### *#1 INDIVIDUAL ACTIVITY/GAME*

Assign students to read Chapter 7, Elements & Principles of Design, in the Reference Book. Instruct each student to outline the elements and principles of design. Within their outlines, have students define and briefly summarize each element and principle.

As a class, have students list key vocabulary terms in the chapter and develop a game to reinforce learning the terms. Game examples include Concentration and Jeopardy. Teaching Aid 56, ***"Jeopardy" Game Instructions***, can be used to structure this game.

**(TEKS 4A)**

***TA 56 "Jeopardy" Game Instructions***

**TAKS READING**

### *#2 GROUP ACTIVITY/VISUAL DISPLAY*

Divide the class into five groups. Assign each group an element of design. Have groups use magazines and catalogs to find pictures that represent their element of design. Instruct students to mount their pictures on poster board. Have groups create a display of the elements of design.

**(TEKS 4A)**

### *#3 GROUP ACTIVITY/VISUAL DISPLAY*

Divide the class into five groups. Assign each group a principle of design. Have groups use magazines and catalogs to find pictures that represent their principle of design. Instruct students to mount their pictures on poster board. Have groups create a display of the principles of design.

**(TEKS 4A)**

### *#4 INDIVIDUAL ACTIVITY*

Have each student select two garments from fashion magazines, catalogs, or pattern envelopes, or have students bring garments from home. Instruct students to use Teaching Aid 57, ***Utilizing Elements and Principles of Design***, to analyze each garment for use of elements and principles of design. Lead students to share their analyses with the class.

**(TEKS 4A)**

***TA 57 Utilizing Elements and Principles of Design***

**TAKS READING** **TAKS SOCIAL STUDIES**

### *#5 INDIVIDUAL ACTIVITY*

Provide students with copies of Teaching Aid 58, ***Psychological Effects of Color***. For each term listed, have students identify and write the first color that comes to mind. Lead students to explain and compare their responses.

Have students find pictures in magazines of people in different colored clothing. Lead students to explain the different moods and personalities that the clothing represents.

**(TEKS 4A)**

***TA 58 Psychological Effects of Color***

(TEKS 4A)

TAKS SCIENCE

### #6 BRAINSTORMING/WRITTEN EXERCISE

Lead students to brainstorm colors as symbolism. Include what colors represent about personality and emotions. Have students write an essay relating colors to holidays or special events.

(TEKS 4A, 6E)

***TA 59 Color Triangle***

***TA 60 Value-Chroma Chart***

***TA 61 Color Wheel Development***

***TA 62 Study of Browns***

***TA 63 Color Schemes***

***TA 64 Color Line Development***

### #7 RESEARCH/PORTFOLIO

Instruct students to use the Reference Book, Internet, and classroom/library resources to research colors. Have students summarize information related to the use of colors in textile and apparel. Guide students in completing a variety of color projects, such as the following, to be included in their Design Portfolio:

Teaching Aid 59, **Color Triangle**
Teaching Aid 60, **Value-Chroma Chart**
Teaching Aid 61, **Color Wheel Development**
Teaching Aid 62, **Study of Browns**
Teaching Aid 63, **Color Schemes**
Teaching Aid 64, **Color Line Development**

Have students present their completed projects to the class. Instruct students to include their color projects in their Design Portfolios. An explanation of the Design Portfolio is included in the **Blended Activities** section.

(TEKS 4A)

### #8 INDIVIDUAL ACTIVITY

Using paint or other available software that allows color variations, have students create a value scale of one color. Have students include their products in their Design Portfolios.

(TEKS 4A)

TAKS SOCIAL STUDIES

### #9 DISCUSSION/GROUP ACTIVITY

Review with students information on color schemes from previous strategies and pages 103-105 of the Reference Book. Lead a class discussion on color schemes.

**Key Questions**

- What are the six basic color schemes described in the Reference Book?
- Why are colors important for fashion?
- Why are certain colors important for different times of the year? for different years?
- Who decides if a color will be popular?

Divide the class into six groups. Direct the groups to create a visual of the six color schemes. Instruct each group to design a sign using one color scheme. Have students use catalogs, magazines, the Internet, and available classroom resources.

Expand the activity by having students create a fashion show to illustrate various color schemes. This could be planned and implemented as an FCCLA project.

### #10 INDIVIDUAL ACTIVITY

Using the different shapes on Teaching Aid 65, **Illusions,** have students use color, lines, space, and texture to create illusions. For example, texture can be created using lines and can make the circle appear to be behind the other shapes.

If a paint or drawing program is available, have students draw two identical figures. Have students use the elements and principles of design to make the identical figures look different. Have students explain their drawings and rationale to the class.

(TEKS 4A)

***TA 65 Illusions***

### #11 INDIVIDUAL ACTIVITY

Provide students with multiple copies of Teaching Aid 66, ***Silhouettes***. Instruct students to apply elements and principles of design to create illusions that vary the appearance of the silhouette. For example, they may use line and color to make the silhouette look taller or shorter. Students may draw, color, attach fabric swatches, or use other means to present their variations. For each variation, have students write a description of how specific elements and principles of design were applied to create the targeted effect. Guide students to select their best examples to include in their Design Portfolios.

(TEKS 4A)

***TA 66 Silhouettes***

### #12 INDIVIDUAL ACTIVITY/PRESENTATION

Have students collect fabric swatches of different colors, textures, and designs. Have students analyze how each of the fabrics could be used in apparel for the various body types (hourglass, triangle, inverted triangle, rectangle). Have students present their clothing and analysis to the class.

(TEKS 4A, 6E)

TAKS READING

### #13 LABORATORY EXPERIENCE/FCCLA

Have students collect garments to be repaired and "updated." Garments may be brought from home, collected from care centers, obtained from resale boutiques, etc. Have students devise a plan to update and repair each item, applying various elements and principles of design. Ask them to explain how they are applying elements and principles.

Guide students to implement their plans by making repairs and adaptations. As an FCCLA Community Service Project, students could contribute the refurbished garments to a senior care center or women's shelter.

(TEKS 4A, 6E)

TAKS SCIENCE

FCCLA

FCCLA

### FCCLA ACTIVITIES

- STAR Event: Applied Technology
- STAR Event: Chapter Service Project - Have students collect garments from the residents of a nursing home or assisted living center that need repair. Have members work together to plan and repair the garments.

80

# Chapter 8

# Quality in Apparel and Accessories

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

3G Determine textile and apparel labeling requirements.

8C Summarize social, cultural, societal, and generational influences that affect clothing and accessory trends and choices.

## Chapter Vocabulary

accessories
consumer
consumer agencies
Consumer Bill of Rights
country of origin
customer
detachable labels
durability
first impression
Flammable Fabric Act
Fur Product Labeling Act
hangtag
image
label
needs
1972 Care Labeling Act
permanent labels
quality
Textile Fiber Product Identification Act
values
wants
Wool Product Labeling Act

# RESOURCES

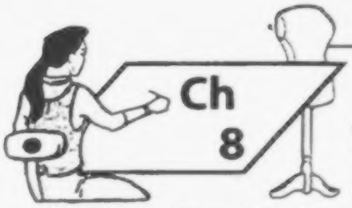
## Books

Maguire, J. (1995). *Everyday Letters For All Occasions, A Quick Guide To* Writing Effective Personal Notes and Business Letters That Get Results. New York, NY: Berkley Books.

Weber, J. (2003). *Clothing Fashions, Fabrics, & Construction.* Peoria, IL: Glencoe/McGraw-Hill.

## Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:
- *Clothing: An Intelligent Buyers Guide*



### *#1 VIDEOTAPE/BROCHURE*

Have students view a video about intelligent clothes shopping, such as *Clothing: An Intelligent Buyer's Guide.*

Instruct students to create a shopper's brochure that includes guidelines for intelligently shopping for quality apparel and accessories. Have students present their brochures to the class. Teaching Aids 10a-b, ***Brochure Assessment,*** may be used to guide development of the brochures.

### *#2 CASE STUDIES*

Instruct students to read Social Influences on pages 112-113 of the Reference Book and complete Activity 8-1, Case Study, in the Student Activity Book. Have students work in groups to write an original case study, with blanks and a word list, relating to social influences that impact apparel and accessory choices. Tell groups to exchange case studies and fill in the blanks for the new case study they receive.

### *#3 RESEARCH/PRESENTATION*

Divide the class into groups and assign groups different areas of the United States. Direct groups to research popular colors for their assigned geographic area. Have groups present findings to the class, including possible reasons for the color preferences. Instruct groups to include visuals, such as photographs, catalog clippings, or sketches, with their presentations.

### *#4 RESEARCH/VISUAL DISPLAY*

Assign students to find examples of cultural influences on accessories and styles. Potential resources include classroom and library references, Internet sources, magazines, and catalogs. Children's books are another resource, because many popular books celebrate cultural differences. Lead students to share and discuss their findings and then to compile the examples in a visual display.

### *#5 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE*

Provide students with copies of Teaching Aid 67, ***Venn Diagram.*** Based on information from Strategies 2, 3, and 4, have students chart social, regional, and cultural influences on apparel and accessories. Assign students to write an essay on the impact of social, regional, cultural influences on clothing and accessory trends and choices.

**Notes**

(TEKS 3G, 8C)

***TA 10a-b Brochure Assessment***

TAKS READING

(TEKS 8C)

TAKS READING   TAKS WRITING

TAKS SOCIAL STUDIES

(TEKS 8C)

(TEKS 8C)

TAKS SOCIAL STUDIES

(TEKS 8C)

***TA 67 Venn Diagram***

TAKS READING   TAKS MATH

TAKS SOCIAL STUDIES

(TEKS 3G)

***TA 68 Wearability Test***

TAKS SCIENCE

### *#6 LABORATORY EXPERIENCE/GROUP ACTIVITY*

Have students, individually or in groups, select different garments or fabric samples. Instruct students to conduct wrinkle resistance and shape retention tests on the garments or fabric samples. Instructions are provided on Teaching Aid 68, ***Wearability Test***. Have students share their findings with the class, including implications for choosing garments.

(TEKS 3G, 8C)

### *#7 RESEARCH/VISUAL DISPLAY*

Divide the class into groups. Assign each group a category of clothing. Have groups select pictures from magazines or catalogs for the assigned category of clothing and mount these on a poster board. Suggested categories include:

- Infant
- Children
- Pre-teen
- Teen
- Misses
- Women's Plus Sizes
- Mens
- Special Needs
- Maternity
- Elderly
- Disabled

Direct groups to use the Reference Book, Internet, and classroom or library resources to locate guidelines for garment selection for the assigned category. Have groups present their poster and guidelines to the class. Guidelines could be presented in varied formats, such as PowerPoint.

(TEKS 3G, 8C)

TAKS READING

TAKS SOCIAL STUDIES

### *#8 LABORATORY EXPERIENCE*

Display a variety of garments and accessories, such as those for men, women, children, and infants. Have students use the information on pages 114-115 of the Reference Book to evaluate the quality of the garments and accessories. Lead students to present their findings to the class.

(TEKS 3G)

***TA 69a-b Analyzing Labels***

TAKS SOCIAL STUDIES

### *#9 INDIVIDUAL ACTIVITY*

Have students use the information on pages 116-117 of the Reference Book to complete the activity on Teaching Aid 69a, ***Analyzing Labels***. Answers are provided on Teaching Aid 69b. Lead students to explain the importance of each required item of information on labels for textile products.

(TEKS 3G)

TAKS SOCIAL STUDIES

### *#10 GROUP ACTIVITY*

Divide the class into groups. Have groups use the Reference Book, Internet, and classroom or library resources to design permanent labels for the following items:

- a 100% cotton shirt, manufactured in the U.S.A.
- a 100% wool sweater, manufactured in Peru
- a blouse made of 100% Rayon, manufactured in Canada
- a pair of pants made of 60% cotton, 30% polyester, and 5% nylon—fabric manufactured in Peru and clothing construction done in Mexico

Direct groups to present their permanent label to the class, and have the class identify the garment based on the label. Lead students to discuss needed changes, corrections, or clarifications required on the label.

### *#11 GROUP ACTIVITY*

Using the same groups and examples as Strategy 10, have students research the fibers used in each garment and design care labels for each garment. Care labels should include both symbols and words. Have students refer to page 118 of the Reference Book for examples of fabric care symbols. Refer students to page 91 (Table 6.4 ) and page 92 (Table 6.5) for uses and care of natural and manufactured fibers. Other possible resources include the Internet, library, and available classroom resources.

(TEKS 3G)

TAKS SOCIAL STUDIES

### *#12 INDIVIDUAL ACTIVITY*

Have students design a permanent label and a care label for a fur coat. The coat may contain 100% or less fur. An example might be a wool coat with a collar lined in fur.

(TEKS 3G)

TAKS SOCIAL STUDIES

### *#13 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE*

Provide students with copies of Teaching Aids 70a-c, ***Textile and Apparel Laws***. Have students use the Reference Book (pages 117-119) and other classroom resources to match the names with correct descriptions of the laws.

Have students write a brief analysis of each law, explaining the impact of the law on the textile and apparel industry.

(TEKS 3G)

***TA 70a-c Textile and Apparel Laws***

TAKS READING

TAKS SOCIAL STUDIES

### *#14 INDIVIDUAL ACTIVITY/PRESENTATION*

Have students locate an item of clothing or bedding that falls under the Flammable Fabric Act. Instruct students to copy the label and prepare a presentation to explain the information on the label.

(TEKS 3G, 8C)

### *#15 GROUP ACTIVITY*

Divide the class into six groups. Assign each group one of the six consumer rights, which are listed on page 120 of the Reference Book. Have each group research the assigned right and create a visual that informs readers of the right. Visuals may include posters, PowerPoint, newsletters, or brochures. Have students include information such as the following:

- How the right affects consumers
- How the right affects the textile and apparel industry

Lead students in presenting their visuals to the class.

(TEKS 3G, 8C)

TAKS SOCIAL STUDIES

(TEKS 3G, 8C)

***TA 71 Case Scenarios for Letters of Redress***

***TA 72 Guidelines for Effective Letters of Redress***

TAKS READING TAKS WRITING

### *#16 INDIVIDUAL ACTIVITY*

Have students read Table 8.3, Consumer Bill of Rights and Responsibilities, on page 120 of the Reference Book. Using the information in the "Right to Be Heard" section, have students compose letters of redress based on the case scenarios on Teaching Aid 71, ***Case Scenarios for Letters of Redress.*** Provide students with copies of Teaching Aid 72, ***Guidelines for Effective Letters of Redress***, as a resource. Have students use available word processing software to compose their letters. Evaluate the letters based on content, grammar, and spelling.

### *FCCLA ACTIVITIES*

- Financial Fitness: Consumer Clout
- Power of One: Working on Working ("Dress for Success")
- STAR Events: Focus on Children (selecting quality children's garments; important label information); Illustrated Talk (Quality Apparel/Accessories)
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 9

# Selecting and Coordinating Apparel and Accessories

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

8A Describe factors considered when coordinating clothing and accessories.

8B Demonstrate coordination of clothing and accessories for various occasions.

## Chapter Vocabulary

coordinate
hand
layette
weight

Read chapter sections for many additional terms related to specific styles of apparel for infants, women, and men.

# RESOURCES

## Books

Peacock, J. (2000). *Fashion Accessories, The Complete 20th Century Sourcebook, With 2000 Full-Color Illustrations.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1996). *Men's Fashion, The Complete Sourcebook.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1993). *20th Century Fashion.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1998). *Fashion Sourcebooks, The 1980s.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1998). *Fashion Sourcebooks, The 1960s.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1998). *Fashion Sourcebooks, The 1940s.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1997). *Fashion Sourcebooks, The 1970s.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1997). *Fashion Sourcebooks, The 1950s.* New York, NY: Thames and Hudson, Inc.

Peacock, J. (1997). *Fashion Sourcebooks, The 1930s.* New York, NY: Thames and Hudson, Inc.

*The Fashion Book. (1998).* New York, NY: Phaidon Press, Inc.

## Websites

Fabric.com
*www.sewnews.com/library/sewnews/archives/aasleeves.htm*

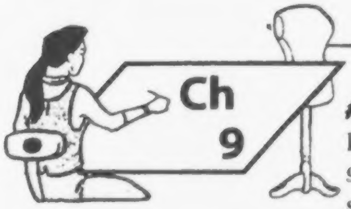
International Herald Tribune
*www.iht.com*
Search for Fashion

The Morning News
*www.themorningnews.org/archives/editorial*
Search for Fashion

So You Wanna Know
*www.soyouwanna.com*

Springfield School's Elizabethan England
*www.springfield.k12.il.us/schools/springfield/eliz*
Search for Men's Fashion

USA Today
*www.usatoday.com*
Search for Fashion



**Notes**

### *#1 CLASS DISCUSSION*

Have students read the introduction to Chapter 9 on page 123 of the Reference Book. Lead students to discuss why it would be important for a textile or apparel industry employee to have knowledge of selecting and coordinating apparel and accessories.

**Key Questions**

- What are examples of employees and entrepreneurs who might assist customers in selecting and coordinating apparel and accessories?
- What types of information would an employee need to know in order to coordinate apparel and accessories effectively?

(TEKS 8A, 8B)

TAKS SOCIAL STUDIES

### *#2 INTERVIEW/WRITTEN EXERCISE*

Assign students to interview parents of preschool children about apparel for preschoolers. Have students use the interview questions on Teaching Aid 73, ***Preschool Apparel Interview***, or develop their own questions. Have students report their findings to the class.

(TEKS 8A, 8B)

***TA 73 Preschool Apparel Interview***

TAKS SCIENCE

### *#3 GROUP ACTIVITY*

Divide the class into groups. Have each group prepare a layette. The layette can consist of a display of pictures from magazines, actual examples of items in an infant layette, or used infant clothing collected by the students. Ask each group to identify the gender of the infant for whom the layette was prepared. Have each group present their layette, explaining their selections and giving the overall cost of the layette.

(TEKS 8A, 8B)

### *#4 INDIVIDUAL ACTIVITY*

Display various toddler clothing items for the class. Have students select one item of toddler clothing and write an analysis of the appropriateness of the clothing item. The analysis should include a detailed description of the clothing item, drawing upon information on Toddlers, page 125 of the Reference Book.

(TEKS 8A, 8B)

TAKS READING

TAKS SOCIAL STUDIES

### *#5 INDIVIDUAL ACTIVITY/PRESENTATION*

Refer students to the section on Women's Apparel, pages 125-133 of the Reference Book. Point out the variety of styles for components of women's clothing, such as sleeves, collars, necklines, and skirts. Note that certain styles are appropriate for different garments and effects, and certain styles are flattering to various ages and figure types. Instruct each student to sketch two attractive designs for a woman's outfit, combining compatible features from Figures 9.3-9.8. Have each student also sketch one ridiculously "bad" design, putting together incompatible styles. Have students take turns presenting their three designs, explaining why each style combination does, or does not, work.

(TEKS 8A, 8B)

TAKS SOCIAL STUDIES

(TEKS 8A, 8B)

TAKS READING

TAKS SOCIAL STUDIES

### #6 GROUP ACTIVITY/GAME

Bring to class an assortment of single items of men's clothing, including examples of men's apparel presented on pages 134-137 of the Reference Book. Have students work to combine the various components to create stylish outfits for various occasions - both formal and informal. As students present each outfit, have them explain why the components are an effective combination. As in Strategy 5, have students intentionally put together some combinations that obviously do not coordinate; have them analyze why the result is unappealing.

This activity could be adapted as a relay, with two teams competing to put together an outfit. The first member of each team would select one item, then hand off to a second team member to add an item, etc.

(TEKS 8A, 8B)

TAKS SOCIAL STUDIES

### #7 RESEARCH/PRESENTATION

Divide the class into groups. Assign each group an era of fashion design. Have students research using the Internet, classroom resources, and library to find styles of men's and women's clothes and accessories for the assigned era. Have students create visuals of the styles found. Have students present their visuals and findings to the class. Lead students to label various apparel components (i.e., sleeves, collars, necklines, jackets) according to terminology in the Reference Book. Point out that basic style components of apparel are both timeless and cyclical.

(TEKS 8A, 8B)

### #8 RESEARCH/ORAL PRESENTATION

Have students use old magazines, catalogs, or books on the history of fashion. Instruct students to find accessories that were used in the past that are popular again. Have students give an oral presentation of their findings to the class.

(TEKS 8A, 8B)

### #9 RESEARCH/DEMONSTRATION

Have students research the terms "classic style" and "foundation piece." Have students work in groups or individually to demonstrate using a classic style of clothing or a foundation piece and accessories to create many different styles, fads, or trends.

(TEKS 8A, 8B)

### #10 PROBLEM SOLVING/DEMONSTRATION

Have students find a picture of one female and one male apparel outfit in a fashion magazine or catalog. Instruct students to mount each picture on construction paper or poster board. Have students use fashion magazines or catalogs to find pictures of accessories to be used with the outfit for specific situations, such as the following:

- Business
- Evening
- Casual

Have students present their outfit and accessories. Ask them to justify their selection of accessories for each purpose.

### #11 GUEST SPEAKER

Invite a clothing consultant or manager of an apparel store to class to demonstrate how consultants coordinate accessories with apparel for a variety of customers. Ask the consultant to explain the factors considered when working with a customer.

(TEKS 8A, 8B)

### #12 DEMONSTRATION

Display examples of apparel and accessories. Include items of various color, texture, and weight and hand. Have students coordinate the apparel and accessories based on information provided in the section on Selecting and Coordinating Apparel and Accessories, pages 139-141 of the Reference Book. Have each student demonstrate the coordination of one outfit by dressing a form or mannequin. Ask students to explain how various factors covered in the Reference Book influenced choice of items.

(TEKS 8A, 8B)

TAKS READING

### #13 DEMONSTRATION

Divide the class into pairs. Provide each pair of students with a tie and a shirt. The shirts need to have different collar styles, such as the following:

- Straight
- Spread
- Button-down
- Curved
- Tab
- Banded

Provide copies of Teaching Aids 74a-b, ***Tie Knotting.*** Instruct each pair to practice the different tie knots. Have students select the best tie knot for the collar of the shirt. Instruct pairs to present their shirt with the selected tie knot to the class.

(TEKS 8A, 8B)

***TA 74a-b Tie Knotting***

### #14 PROJECT

Tell students that in this activity they are to assume the role of a personal shopper. Instruct them to write a description of an imaginary client, including personal description, occupation, lifestyle, budget, and other factors that would impact wardrobe. Their task is to select and coordinate items for the client's wardrobe. Have students put together several ensembles for various aspects of the client's life. They may use catalogs, pictures, pattern envelopes, the Internet, or software to depict apparel and accessory combinations. The final product should be in the form of a presentation to the client.

(TEKS 8A, 8B)

TAKS SOCIAL STUDIES

(TEKS 8A, 8B)

TAKS READING

TAKS SOCIAL STUDIES

### *#15 PORTFOLIO*

Have students develop a portfolio of appropriate and fashionable apparel for an individual with special needs or physical disabilities. Suggested categories include:

- maternity
- wheelchair bound
- older individuals
- broken arm/leg
- paraplegic

Have students present their portfolios to the class and justify their apparel selections.

(TEKS 8A, 8B)

### *#16 FCCLA PROJECT*

As an FCCLA project (i.e., Power of One: A Better You), have students analyze their own wardrobes and act as their own image consultants. Have them assess their wardrobes in relation to activities, needs, and job plans in the near future. Have them develop a plan to alter, adapt, accessorize, and add to their wardrobes. The plan should consider budget and a reasonable timeline for new purchases. Lead students to share helpful hints regarding their plans with the class.

### *FCCLA ACTIVITIES*

- Financial Fitness: Consumer Clout
- Leaders at Work: Textiles and Apparel
- Power of One: Working on Working
- STAR Events: Entrepreneurship; Focus on Children; Illustrated Talk; Job Interview
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 10

## Textile & Apparel Marketing:

### Promotion, Public Relations, and Special Fashion Events

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

9A Describe various types of business promotion strategies.

9B Classify types of customers and their motives for buying textile and apparel products.

9C Describe roles of public relations and publicity in product promotion.

9D Explain the use of promotional activities to market textile and apparel products and services.

## Chapter Vocabulary

advertising
baby boom
charity show
cooperative advertising
customer show
demographics
display
disposable income
fashion business
fashion promotion
fashion show
industrial or trade show
inflation
institutional advertising
in-store show
leisure time
manufacturers
marketing
market segments
mats
merchandising
nonpersonal promotion
personal income
personal promotion
point-of-sale selling
press release
producers
product advertising
psychographics
publicity
public relations
recession
retailers
retail show
selling points
showing
special event
target market
trunk showings
visual merchandising

# RESOURCES

## Books

Clodfelter, R. (2002). *Retailing Buying: From Basics To Fashion,* (2nd ed.). New York, NY: Fairchild Books.

The Fashiondex (2002). *Fashion For Profit.* Internet: The Fashiondex, Inc.

Rabolt, N.J., Miler, J.K. (1997). *Concepts and Cases in Retail and Merchandise Management.* New York, NY: Fairchild Books.

## Web Sites

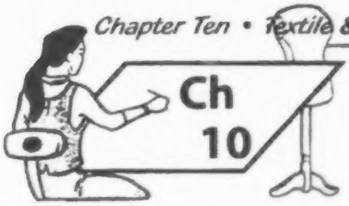
GO TEXAN
*www.gotexan.org*

Population Reference Bureau
*www.prb.org*

Texas Department of Economic Development
*www.tded.state.tx.us*

U.S. Bureau of Labor Statistics
*www.bls.gov*

U.S. Census Bureau
*www.census.gov*



Notes

### #1 INTERVIEW/VISUAL DISPLAY

(TEKS 9A, 9C, 9D)

TAKS SCIENCE TAKS SOCIAL STUDIES

Have students interview managers, marketing specialists, or other employees of textile and apparel companies who are involved in promotion and marketing. Guide students to develop interview questions to learn about the importance of marketing, various promotional methods used, and marketing employment opportunities. Sample questions include the following:

- How important is marketing to your company? Explain.
- Who is primarily responsible for marketing in your company?
- What are examples of marketing and promotional strategies used over the course of a year in your company?
- What image does your company strive to project? How is this accomplished?

Lead students to share and compile interview responses. Guide them in developing a visual display, summary, or PowerPoint presentation that overviews the importance and function of textile and apparel marketing.

### #2 GROUP ACTIVITY/RESEARCH

(TEKS 9A, 9C)

TAKS SCIENCE

Divide the class into groups to research fashion communications jobs. Assign each group one area of fashion communications, such as the following:

- Fashion Journalist
- Fashion Writer
- Fashion Illustrator
- Fashion Trend Researcher
- Fashion Advertiser

Have each group create a visual and develop an example of a product from the assigned fashion communications area (i.e., Journalist/create a magazine article).

### #3 INDIVIDUAL ACTIVITY/VISUAL DISPLAY

(TEKS 9A, 9B, 9C, 9D)

TAKS SCIENCE TAKS SOCIAL STUDIES

Have students prepare four marketing plans for a selected fashion accessory. Each plan should target one of the following types of customers: the innovative customer, comparison shopper, impulse buyer, and follower. Characteristics of these shoppers are described on page 145 of the Reference Book. Have students share their marketing plans. Lead students to compile suggested strategies in a visual display.

### #4 GROUP ACTIVITY/VISUAL DISPLAY

(TEKS 9A, 9B, 9C, 9D)

TAKS SCIENCE TAKS SOCIAL STUDIES

Divide the class into groups. Have each group select a fashionable product other than clothing, such as sheets or furniture. Assign each group to develop a marketing plan for one of the four types of customers targeted in Strategy 3. Lead students to share their plans and add to the display created in Strategy 3.

(TEKS 9A, 9B)

TAKS READING

TAKS SOCIAL STUDIES

### *#5 CLASS DISCUSSION*

Lead students to discuss market segmentation, based on information found in the Reference Book (page 145) and other resources.

**Key Questions**

- What is a target market? market segments?
- What types of information about a target market do businesses attempt to determine? Why?
- How does demographic and psychographic information help marketers analyze and target market groups?
- What are examples of demographic characteristics? psychographic characteristics?
- For the marketing plans you created in Strategies 3 and 4, what was your target market?

(TEKS 9B, 9C, 9D)

TAKS READING

TAKS SOCIAL STUDIES

### *#6 CLASS DISCUSSION OR WRITTEN EXERCISE*

Have students read the sections on Economic Factors, Population, and Sociological Factors from pages 146-147 of the Reference Book. Lead students to discuss ways that these factors affect the fashion industry. As an option to class discussion, have students individually answer the key questions in writing.

**Key Questions**

- Why do manufacturers of textile products reduce the amount of products produced during inflation? recession?
- What is personal income?
- What is the difference between personal income and disposable income?
- Why does the fashion industry research income of various market groups?
- What are population factors that affect the fashion industry?
- How does the age of a population affect the fashion industry?
- How does the number of women working affect the fashion industry?
- How does leisure time of consumers impact the fashion industry?
- How have changes in ethnic populations impacted the fashion industry? Give examples.

(TEKS 9B)

***TA 75 Trends that Impact Textile and Apparel Marketing***

TAKS READING

TAKS SCIENCE

### *#7 RESEARCH*

Have students research current trends and statistics related to economic factors, population, and sociological factors covered in Strategy 6 that would impact the textile and apparel industries. Resources include library references and Web sites, such as the following:

- Population Reference Bureau, *www.prb.org*
- Texas Department of Economic Development, *www.tded.state.tx.us*
- U.S. Bureau of Labor Statistics, *www.bls.gov*
- U.S. Census Bureau, *www.census.gov*

Teaching Aid 75, ***Trends that Impact Textile and Apparel Marketing***, can be used by students to organize information. Have students share and discuss the implications of their findings.

### #8 PROBLEM SOLVING/INDIVIDUAL ACTIVITY

Have students read Teaching Aid 76, ***Methods of Market Research***. Lead students to suggest products that might be the focus of each method of market research. Direct students to develop a market survey for developing, marketing, or analyzing consumer acceptance for a specific product.

(TEKS 9B, 9D)

***TA 76 Methods of Market Research***

TAKS SCIENCE

### #9 GUEST SPEAKER

Invite a public relations, sales promotion, or advertising specialist to speak to the class. Ask the speaker to discuss fashion promotion and public relations in the textile and apparel industries. Ask the speaker to discuss the criteria used for developing a public relations campaign or a marketing strategy for a retail business.

(TEKS 9C, 9D)

### #10 INVESTIGATION/PROJECT

Have students visit a retail store and select one item in the store. Ask students to hypothesize the target market for the selected item based on the store, the packaging, the product, and the price. Have students write an essay on their product and target market. Direct students to report their findings to the class.

Have students select a different target market for the item and create an advertising campaign for the item and the new target market. Have students use PowerPoint, posters, video, or other visual means to present their advertising campaign. Have students report factors which characterize their target markets.

Lead students to evaluate the advertisements based on the characteristics listed on page 149 of the Reference Book.

(TEKS 9A, 9B)

TAKS WRITING

TAKS SCIENCE

TAKS SOCIAL STUDIES

### #11 INTERNET ACTIVITY/WRITTEN EXERCISE

Have students search the Internet for examples of marketing campaigns. An example is GO TEXAN (*www.gotexan.org*). The GO TEXAN site explains the campaign by the Texas Department of Agriculture to promote Texas agricultural products, including fibers. Have students use the information in Chapter 10 of the Reference Book to analyze the marketing campaigns they discovered. Have students write a report on their findings.

(TEKS 9A, 9C, 9D)

TAKS READING

TAKS SOCIAL STUDIES

### #12 VISUAL DISPLAY/INDIVIDUAL ACTIVITY

Have students find print advertisements of textile and apparel retailers and mount these on poster board. Have students label the following parts of the advertisements:

- Headline
- Copy
- Illustrations
- White space

(TEKS 9A, 9D)

***TA 77 Understanding Advertisements***

TAKS READING

TAKS SOCIAL STUDIES

Have students explain how the layout of the advertisements captures the consumer's attention. Ask students to explain the real messages of the advertisements. Provide students with copies of Teaching Aid 77, ***Understanding Advertisements.*** Direct students to analyze the print advertisements of textile and apparel products, following the directions on Teaching Aid 77. Lead students to present their advertisements and analyses to the class.

(TEKS 9A, 9B, 9C, 9D)

TAKS SOCIAL STUDIES

### *#13 GROUP ACTIVITY*

Provide professional outfits, one for males and one for females. Divide the class into groups. Instruct each group to select one of the professional outfits and research the approximate price of the outfit by visiting different stores and finding similar items.

Direct groups to select four different market segments for their professional outfit and create four different advertisements for the outfit that will appeal to each market segment. Have groups develop a mat for each advertisement. Have each group present their mats to the class.

### *FCCLA ACTIVITIES*

- Financial Fitness: Consumer Clout
- STAR Events: Applied Technology; Entrepreneurship; Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 11

## Visual Merchandising

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

10A Identify components used in developing displays.

10B Determine ways in which design elements and principles are used in the creation of displays.

10C Describe types and uses of interior and exterior displays.

10D Create window or other displays of textile and apparel products.

### Chapter Vocabulary

- center of interest
- contrast
- decorative props
- descriptive signs
- display assistant
- display director
- display specialist
- dominance
- fixtures
- focal point
- freelance display specialist
- functional props
- signage
- structural props
- trimmer
- visual merchandising
- visual merchandising director

# RESOURCES

## Books

Gordon, B. (1998). *Opportunities in Commercial Art and Graphic Design Careers.* Chicago, IL: VGM

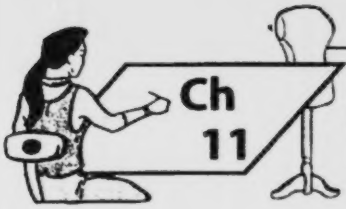
Johnson, MJ. & Moore, E.C. (2001). *Apparel Product Development, (2nd ed.).* Upper Saddle River, NJ: Prentice Hall.

Tain, L. (2001). *Portfolio Presentation For Fashion Designers.* New York, NY: Fairchild Books.

## Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Interior Lighting: Bringing Rooms to Life*



### #1 INDIVIDUAL ACTIVITY

Refer students to the section on Interior Displays, pages 160-161 of the Reference Book. Have students complete Teaching Aid 78, ***Which Type of Display Should Be Used?*** Lead students to explain their selections and justifications.

Notes

(TEKS 10A, 10C)

***TA 78 Which Type of Display Should Be Used?***

### #2 GROUP ACTIVITY

Refer students to the sections on Window Displays and Interior Displays, pages 158-162 of the Reference Book. Divide the class into groups. Assign each group one of the following displays:

- Window
- Counter
- Showcase
- Shadow Box
- Environment
- Island
- Freestanding
- Hanging
- Point-of-purchase
- Self-selection

Have each group design a display example. Ask groups to select a target segment, textile or apparel items, and season to create their display. Instruct groups to provide a planning board for their display in advance. Have students explain their display to the class, including the type of display, fixtures, props, and elements and principles of design, as well as the type of store, location in a store, signage, and purposes for the display.

(TEKS 10A, 10B, 10C, 10D)

TAKS SOCIAL STUDIES

### #3 EDUCATIONAL TOUR

Arrange for the class to take an educational tour to a local apparel store or local mall with several textile and apparel stores. Have students evaluate three displays from these stores, using Teaching Aid 79, ***Textile and Apparel Display Evaluation,*** to aid in their evaluation.

(TEKS 10B, 10C)

***TA 79 Textile and Apparel Display Evaluation***

TAKS SOCIAL STUDIES

### #4 INDIVIDUAL ACTIVITY/PORTFOLIO

Assign students to create a visual of the seven types of display arrangements described on page 164 of the Reference Book. Direct students to create their display on mounting boards, which can be added to their Design Portfolios. Have students present their visuals to the class.

(TEKS 10A, 10B, 10C, 10D)

TAKS SOCIAL STUDIES

### #5 VIDEOTAPE/ILLUSTRATION

Have students view a videotape about special lighting effects, such as *Interior Lighting: Bringing Rooms to Life.* Instruct students to summarize key points of the video.

Have students find pictures from magazines and catalogs that illustrate various types of lighting techniques. Have students mount their pictures on a mounting board and present to the class. Examples of lighting techniques include the following:

(TEKS 10B, 10C, 10D)

TAKS READING

- Back lighting
- Up lighting
- Focal lighting
- Down lighting
- Outline lighting

### *#6 PROJECT*

**(TEKS 10A, 10B, 10C, 10D)**

TAKS MATH

Have students use 1/4" graph paper or use available software to design a small retail store. Tell students to divide the total space into small sales areas and large sales areas. Students may use colored pencils or markers to shade in the different merchandise areas and display areas of the store. Direct students to create elevation drawings to show the wall displays. Have students mount the composites on mounting boards and present to the class. Have students answer the following questions about the displays.

**Key Questions**

- Have large wall and floor spaces been divided into smaller spaces?
- Does the layout follow a logical sequence?
- Does the layout and display utilize the principles and elements of design? How?
- What is the target market for this store?
- Are the displays placed in appropriate areas, using appropriate styles?

### *FCCLA ACTIVITIES*

- Financial Fitness: Consumer Clout
- STAR Events: Applied Technology; Entrepreneurship; Illustrated Talk
- Leaders at Work: Textiles and Apparel
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 12

# Selection of Fabrics and Notions for Garment Design

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

4B Outline general procedures and equipment used in apparel design and pattern development.

4C Analyze factors to consider when selecting fabrics for garment design and production.

## Chapter Vocabulary

border print
bottomweights
fabrication
fashion fabric
gigging
grain
hand
interfacing
interlining
lining
motif
nap
napped fabrics
notions
one-way print
pile fabrics
raising
repeat
shaping fabrics
sueded fabrics
topweights
two-way prints
underlining
weight
with nap
yardage

# RESOURCES

## Books

Clofelter, R. (2002). *Retail Buying: From Basics to Fashion, (2nd ed.).* New York, NY: Fairchild Books.

Donnellan, J. (2002). *Merchandise Buying and Management, (2nd ed.).* New York, NY: Fairchild Books.

Granger, M. & Sterling, T. (2003). *Fashion Entrepreneurship.* New York, NY: Fairchild Books.

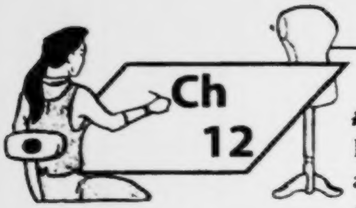
Johnson, M.J. & Moore, E.C. (2001). *Apparel Product Development, (2nd ed.).* Upper Saddle River, NJ: Prentice Hall.

Rosen, S. (1990). *Children's Clothing: Designing, Selecting Fabrics, Patternmaking, Sewing.* New York, NY: Fairchild Books.

Weber, J. (2003). *Clothing Fashion, Fabrics & Construction, (4th ed.).* New York, NY: Glencoe McGraw-Hill.

## Web Site

University of Lincoln Nebraska, Institute of Agriculture and Natural Resources. *Cooperative extension catalog of publications–Textiles, clothing & design*
*www.ianr.unl.edu/pubs/textiles/*



Notes

### *#1 RESEARCH/PROJECT*

**(TEKS 4B, 4C)**

TAKS SOCIAL STUDIES

Have students go to three different types of apparel stores. Have students find three similar outfits in the different stores. One outfit should be high quality, one medium quality, and one low quality. Have students compare the fabrics used for each of the three outfits and note the price of each. If possible, have students take pictures of the three garments to present to the class. Drawing upon information in the Reference Book, lead students to analyze factors, such as the following, that impact quality of fabrics and price of finished garments.

- grain
- weight
- hand
- patterns and prints
- fabric texture, including napped, sueded, and pile
- use of shaping fabrics
- number and quality of notions used in the garment

### *#2 INDIVIDUAL ACTIVITY/CLASS DISCUSSION*

**(TEKS 4B, 4C)**

TAKS READING

TAKS SOCIAL STUDIES

Give each student a copy of the back of a pattern envelope. Give different envelopes to various students so that a variety of examples are presented. Have students highlight the following information:

- company's name
- pattern number
- views
- description of garment(s)
- yardage for view(s) and fabric width
- fabrics suggested
- notions needed

Have students analyze the importance of each item by answering the following key questions. As they compare information on the various pattern envelopes, lead students to note differences in information presented and fabric and notions required.

**Key Questions**

- Why is it important to know the pattern company's name and pattern number?
- Why do patterns show different views?
- What factors affect fabric yardage required?
- Why are specific fabrics recommended for each pattern?
- Why is the list of notions important?

### *#3 INDIVIDUAL ACTIVITY*

**(TEKS 4B, 4C)**

Have each student make the following labels:

- crosswise grain
- bias
- lengthwise grain
- selvage

Have students obtain fabric samples and identify and label the parts. Ask why it is important to identify each of these when constructing textile and apparel products.

(TEKS 4B, 4C)

### #4 INDIVIDUAL ACTIVITY

Provide swatches of eight various fabrics discussed on pages 173-175 of the Reference Book. Examples include the following:

- one-way print
- two-way print
- border print
- napped fabric
- sueded fabric
- pile fabric
- interfacing
- lining

Label each swatch with a number. Have students number a sheet of paper from 1-8. Beside each number that corresponds to a fabric swatch, have students write the fabric type and a definition.

(TEKS 4B, 4C)

***TA 80a-e Fabrics for Fabrication***

TAKS SCIENCE

### #5 BINDER

Have students find samples of the fabrics indicated on Teaching Aids 80a-e, ***Fabrics for Fabrication.*** Where directed, have them locate pictures of garments illustrating fabric applications. Have students follow instructions to mount fabric samples and pictures of garments and to answer questions and fill in blanks. Instruct students to organize their completed work in a fabric binder.

(TEKS 4B, 4C)

***TA 81 Fabric Motifs***

TAKS SOCIAL STUDIES

### #6 INDIVIDUAL ACTIVITY

Provide each student with two copies of Teaching Aid 81, ***Fabric Motifs.*** Instruct students to draw and color the same motif on all six silhouettes. Lead students to analyze why the motifs are appropriate on some of the silhouettes and why they are not appropriate on the others.

Then instruct students to draw different motifs on the silhouettes that are similar but more appropriate for the various silhouettes. Have students point out reasons for their design variations and factors to consider when coordinating motif fabrics with pattern designs.

(TEKS 4B, 4C)

TAKS READING TAKS SCIENCE

### #7 RESEARCH/VISUAL DISPLAY

Have students research fabric motifs to determine examples of motifs that were used in different eras and factors that impacted use of the motifs. Have students create a visual display on the history of fabric motifs.

(TEKS 4B, 4C)

TAKS SOCIAL STUDIES

### #8 RESEARCH/VISUAL DISPLAY/GAME

Provide students with as many different notions as possible. Instruct students to examine and research each notion. Have students find information such as the following: different uses; characteristics; recommended fabrics or styles; average prices; other creative uses for the notion; and the history of the notion. Some of the information can be found on pages 178-187 of the Reference Book.

Direct students to compile their findings in a visual display of the different notions. Lead students to present, explain, and demonstrate the use of various notions in the display.

To reinforce learning, have students develop and implement a game to identify the notions and review information about characteristics, uses, and other facts learned.

### #9 RESEARCH/PROJECT

(TEKS 4B, 4C)

TAKS SCIENCE

TAKS SOCIAL STUDIES

Assign students to research jobs in pattern layout. Have them determine what equipment and supplies an entrepreneur in a pattern layout business would likely need. Have them also cite skills that would be needed for selecting appropriate fabrics based on fabric characteristics, such as patterns and textures, covered in the Reference Book. Have students develop a marketing/business plan for a pattern layout entrepreneur. This could be part of an FCCLA STAR Event, Entrepreneurship, activity.

### FCCLA ACTIVITIES

- Chapter project: Lead members to design and draw a fabric motif for FCCLA, using a one-way, two-way, or border print.
- Financial Fitness: Consumer Clout
- STAR Events: Applied Technology; Career Investigation; Entrepreneurship

# Chapter 13

# Sewing and Repairing Techniques

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

5D Differentiate procedures and techniques appropriate for varied production systems to achieve quality apparel products.

5E Utilize established production procedures and processes to achieve quality standards in finished products.

6F Utilize appropriate techniques and processes to alter, repair, and customize textile and apparel products according to quality standards.

## Chapter Vocabulary

composite garments
draped garments
fit
fitted garment
motion economy
patching
seam
shank
stitch
tailored garments

# RESOURCES

## Books

Amaden-Crawford, C. (2000). *Guide to Fashion Sewing, (3rd ed.).* New York, NY: Fairchild Books.

Granger, M., & Sterling, T. (2003). *Fashion Entrepreneurship.* New York, NY: Fairchild Books.

Kadolph, S. (1998). *Quality Assurance for Textiles and Apparel.* New York, NY: Fairchild Books.

Kawashima, M. (1980). *Fundamentals of Men's Fashion Design: A Guide to Tailored Clothes.* New York, NY: Fairchild Books.

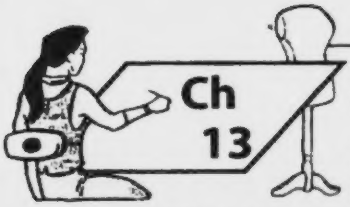
Liechty, E.L., Pottberg, D.N., & Rasband, J.A. (1992). *Fitting and Pattern Attention: A Multi-Method Approach.* New York, NY: Fairchild Books.

Pizzuto, J.J., Price, A., Cohen, A.C., & Johnson, I. (1999). *Fabric Science, (7th ed.).* New York, NY: Fairchild Books.

Shaeffer, C. (1994). *Claire Shaeffer's Fabric Sewing Guide, (Updated ed.).* Radnor, PA: Chilton Book Company.

## Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:
- *How Clothing Is Made*



Notes

### #1 LABORATORY EXPERIENCE

Arrange for students to use line assembly methods to create a specified textile or apparel product. Guide them to apply information on Work Management and Motion Economy, pages 192-193 of the Reference Book.

Provide students with copies of Teaching Aid 82, ***Direction Card***. Have students complete the direction card for their portion of the assembly. Lead students to differentiate procedures and techniques utilized in the production process. One suggestion is to have students produce a designated number of stuffed animals for donation to an emergency shelter or Toys for Tots as an FCCLA Community Service Project.

(TEKS 5D, 5E)

***TA 82 Direction Card***

TAKS SCIENCE

### #2 VIDEOTAPE/INDIVIDUAL ACTIVITY

Have students view a video about clothing manufacturing and producing quality garments, such as *How Clothing Is Made*. Instruct students to focus on the time management strategies used by the employees in the video. Have students write a reflective paper about ways they accomplished time management, or ways they could have accomplished time management, during the production experience in Strategy 1.

(TEKS 5D, 5E)

TAKS READING

TAKS SOCIAL STUDIES

### #3 GUEST SPEAKER

Invite an alterationist or a custom sewer to discuss the differences in fitting and making composite, draped, fitted, or tailored garments. Ask the expert to demonstrate the different procedures and techniques appropriate for quality finished products. Have students prepare questions for the discussion prior to the guest's visit.

(TEKS 5D, 5E, 6F)

TAKS SCIENCE

### #4 LABORATORY EXPERIENCE

Have students complete examples of the following basic sewing techniques and seam finishes described on pages 196-205 of the Reference Book:

- backstitching
- staystitching
- understitching
- topstitching
- sewing corners
- darts
- pleats
- tucks
- buttonholes
- welt seam
- French seam
- flat-felled seam
- pinked and stitched seam
- clean finished seam
- double-stitched seam
- zigzag seam finish

Each student may be assigned to generate all examples, or examples may be divided among students. Direct students to use Teaching Aid 83, ***Seam Pattern***, as a pattern for their examples. Have students use muslin and dark thread to sew each example.

(TEKS 5D, 5E, 6F)

***TA 83 Seam Pattern***

TAKS SCIENCE

Have students mount their examples on mounting boards. Lead students to evaluate the examples based on criteria described in the Reference Book for each technique.

(TEKS 5D, 5E, 6F)

***TA 83 Seam Pattern***

TAKS SCIENCE

TAKS SOCIAL STUDIES

### *#5 LABORATORY EXPERIENCE*

Have students use Teaching Aid 83, ***Seam Pattern***, to produce examples of hand stitching. Directions for hand stitches are provided on pages 205-210 of the Reference Book. As in the previous strategy, assign all examples to each student or divide examples among students. The following hand stitches are covered in the Reference Book:

- Plain hand stitched seam, which will include backstitches.
- Basting stitch, including even and uneven basting stitches.
- catchstitch
- slipstitch
- blanket stitch
- buttonhole stitch
- thread chain
- vertical hemming stitch
- blind-hemming stitch
- overcast stitch
- running stitch
- padding stitch
- French tacks
- tailor's tacks
- button shank
- repairing a button hole
- reinforcement for snaps
- lock stitch, darning, and patching

Have students mount examples on mounting boards. Have students write the directions for each example and describe when the stitch would be used by an alterationist or custom sewer. Lead students to evaluate the examples based on criteria described in the Reference Book.

(TEKS 5D, 5E, 6F)

TAKS SCIENCE

### *#6 LABORATORY EXPERIENCE*

Instruct students to bring clothes in need of repair from home or obtain clothing in need of repair from local charitable organizations. Guide students to apply information from the Reference Book to make needed repairs.

As an optional FCCLA fund-raising activity, students could contract to repair clothes for school faculty and staff or community members.

### *FCCLA ACTIVITIES*

- Community Service Project
- Fund-raising project
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 14

## Use and Care of Sewing Equipment

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

5A Describe types, uses, and care of equipment, tools, and supplies used in apparel production.

6D Describe types, use, and care of tools, equipment, and supplies used to alter, repair, and customize textile and apparel products.

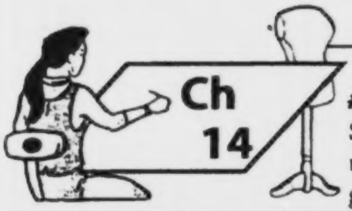
### Chapter Vocabulary

automatic stitch sewing machine
chain stitch sewing machine
computerized sewing machine
conventional sewing machine
electronic sewing machine
industrial sewing machine
lock stitch sewing machine
strait stitch sewing machine
zigzag sewing machine

# RESOURCES

## Book

Weber, J. (2003). *Clothing Fashion, Fabrics & Construction*. New York, NY: Glencoe McGraw-Hill.



### *#1 EDUCATIONAL TOUR/RESEARCH*

Set up an educational tour with a local apparel manufacturing or alterations business. Ask the guide to demonstrate the different types of conventional and industrial sewing machines. With the focus on industrial sewing machines, ask the guide to cover basic types of industrial sewing machines, primary uses, safety considerations, and basic care of the machines.

Direct students to research the types, uses, and care for industrial sewing machines, using the Reference Book as one resource. Additional information can be located on the Internet by searching for industrial sewing machines. Have students present their findings to the class.

**Notes**

(TEKS 5A, 6D)

TAKS SCIENCE

### *#2 INDIVIDUAL ACTIVITY/CLASS DISCUSSION*

Refer students to sections on conventional and industrial sewing machines in the Reference Book. Instruct students to select one conventional and one industrial sewing machine. Have students use Teaching Aid 84, ***T-Chart Template***, to compare conventional and industrial machines. Lead students to discuss the differences they found in the two machines.

(TEKS 5A, 6D)

***TA 84 T-Chart Template***

TAKS READING

TAKS SOCIAL STUDIES

**Key Questions**

- What are the two basic types of industrial sewing machines?
- How do industrial sewing machines differ from conventional sewing machines?
- Where are industrial sewing machines commonly used?
- For what purposes are industrial sewing machines commonly used?

### *#3 GROUP ACTIVITY/DEMONSTRATION*

Divide the class into groups. Assign each group to an industrial sewing machine. Have students prepare a demonstration on the parts, cleaning, and maintenance of the assigned machine. Instruct groups to prepare and present a demonstration for the use and care of available attachments for the machine.

(TEKS 5A, 6D)

### *#4 RESOURCE PERSON/VISUAL DISPLAY*

Have students locate sources of industrial sewing machines on the Internet. Instruct students to print out examples of machines and note types, features, prices, etc. Students could also contact the companies and request brochures and additional information on selected products. Examples of Web sites from a current search for industrial sewing machines include the following:

- www.allsewing.com
- www.commercialsewingmachines.com
- www.industrialsewmachine.com
- www.westchestersewing.com

(TEKS 5A, 6D)

If there is a local sales representative for an industrial sewing machine distributor, invite the representative to demonstrate the latest industrial sewing machines and sergers for the class. Ask the guest to discuss the care and maintenance of the machines.

(TEKS 5A, 6D)

TAKS READING

TAKS SOCIAL STUDIES

### *#5 RESEARCH/PROJECT*

Direct students to conduct on-line research on sewing machine maintenance. Allow students to research for 20 minutes, summarize their findings, and present the information to the class. Lead the class to compile the information and create a brochure or newsletter on sewing machine maintenance.

(TEKS 5A, 6D)

TAKS SCIENCE

### *#6 INDIVIDUAL ACTIVITY/RESEARCH*

Direct students to research different tools, equipment, and supplies used in apparel production. Have students find as many examples of the different items as possible, depicting them through photographs, sketches, or presentation of the actual items. Have students present their findings to the class.

Expand the activity by having students develop an activity to identify and describe the functions of various tools, equipment, and supplies used in apparel production. Activity 14-5 in the Student Activity Book can be used as a model for the exercise. Students could use photographs, sketches, or the actual tools to create a display of the various items to be identified.

### *FCCLA ACTIVITY*

- STAR Event: Applied Technology

# Chapter 15

## Pressing Techniques and Equipment

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

5A Describe types, uses, and care of equipment, tools, and supplies used in apparel production.

5E Utilize established production procedures and processes to achieve quality standards in finished products.

7E Demonstrate proper selection, use, and care of equipment and products for cleaning, laundry, and pressing tasks.

### Chapter Vocabulary

dry press
ironing
presser
pressing
steam press
wet press

# RESOURCES

## Books

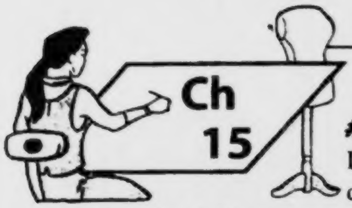
Shaeffer, C. (1994). *Fabric Sewing Guide, (Updated ed.).* Radnor, PA: Chilton Book Company.

Weber, J. (2003). *Clothing Fashion, Fabrics & Construction, (4th ed.).* New York, NY: Glencoe McGraw-Hill.

## Web Sites

NebGuide, Cooperative Extension, Institute of Agriculture and Natural Resources, University of Nebraska
*www.ianr.unl.edu/pubs/textiles/heg76.htm*

Sewing Machine Secrets for Success
*www.princesspublications.com/*



### *#1 INDIVIDUAL ACTIVITY/PROJECT*

Direct students to use available technology to create an instructional pressing brochure showing the different pressing techniques used during garment construction. Instruct students to use the Reference Book as a resource. Have students present the brochures to introductory textile and apparel classes, such as Personal and Family Development and Textile and Apparel Design.

(TEKS 5A, 5E, 7E)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

### *#2 LABORATORY EXPERIENCE*

Provide students with fabric samples. Divide the class into pairs. Lead students to measure and fold 1/4" on all four sides of their fabric sample. Have students press two sides and iron two sides of the fabric sample. Lead students to compare pressing and ironing techniques and results.

(TEKS 5A, 5E, 7E)

TAKS SCIENCE

TAKS SOCIAL STUDIES

**Key Questions**

- Which technique gave a crisper edge?
- Which technique was easier to control the fabric and the fold? Why?
- Which technique puts less stress on the fabric? Why?
- Why is pressing used in garment construction more than ironing?
- Why does ironing create stretching?

### *#3 LABORATORY EXPERIENCE/DEMONSTRATION*

Assign each student one construction detail, such as those covered on pages 253-254 of the Reference Book. Instruct students to create an example and demonstrate the proper pressing method for the assigned construction detail. Have students include the equipment needed for the proper pressing method. Have students demonstrate the pressing method for the class.

(TEKS 5A, 5E, 7E)

TAKS SCIENCE

### *#4 GROUP ACTIVITY/VISUAL DISPLAY*

Divide the class into groups. Guide the groups to select one or two types of pressing equipment, drawing upon information from pages 256-258 of the Reference Book. Instruct students to create a visual display for the use and care of the equipment. Have students present their visual display to the class.

(TEKS 5A, 5E, 7E)

TAKS SOCIAL STUDIES

### *#5 DEMONSTRATION/LABORATORY EXPERIENCE*

Demonstrate the use and purpose of the different pressing equipment displayed in Strategy 4. Provide students with apparel items to press using the demonstrated equipment. Have students practice using pressing techniques and equipment appropriate for each apparel item.

(TEKS 5A, 5E, 7E)

TAKS SCIENCE

(TEKS 5A, 5E, 7E)

TAKS WRITING

TAKS SCIENCE

### #6 INDIVIDUAL ACTIVITY/INTERVIEW

Lead students to select one garment of clothing. Have students visit with an employee of a local laundry and dry cleaning establishment about the techniques and procedures necessary for the selected outfit. Instruct students to develop an advertisement describing the outfit and the techniques and procedures for the care and maintenance of the outfit. Guide students to write follow-up notes of thanks to the laundry and dry cleaning employees.

(TEKS 5A, 5E, 7E)

### #7 INDIVIDUAL ACTIVITY/PRESENTATION

Instruct students to select one garment. Have students identify construction details present in the garment and describe to the class the pressing equipment and methods necessary in constructing and caring for the garment.

(TEKS 5A, 5E, 7E)

***TA 85 Pressing Methods Comparison***

TAKS SCIENCE

### #8 LABORATORY EXPERIENCE

Provide each student with three copies of Teaching Aid 85, ***Pressing Methods Comparison***. Have them fill in the "Pressing Method" line on the first copy with "wet press;" the second copy with "dry press;" and the third copy with "steam press."

Provide multiple, wrinkled swatches of six types of fabrics and finishes that require different pressing methods (i.e., chiffon, denim, gabardine, polished cotton, rayon, silk, spandex/cotton blend, wool). Each student will need three swatches for each fabric type (18 total swatches). Direct students to press each of their fabric samples using the following methods: wet press, dry press, and steam press. Have students label and mount their fabric swatches for each pressing method, describing the effects of each method on each fabric.

(TEKS 5A, 7E)

TAKS READING

### #9 EDUCATIONAL TOUR

Set up a tour to a laundry and dry cleaning establishment. Direct students to observe the different types of pressing equipment. Ask the guide to demonstrate pressing techniques and to explain when each technique is appropriate to use. Have the students write a reflective paragraph describing what they learned from the tour.

#### FCCLA ACTIVITY

- STAR Event: Applied Technology

# Chapter 16

## Measuring for Custom-made Garments

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

6A Demonstrate correct procedures utilized in garment fitting and alteration.

6D Describe types, use, and care of tools, equipment, and supplies used to alter, repair, and customize textile and apparel products.

### Chapter Vocabulary

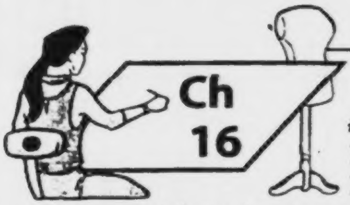
asymmetrical figure
basic pattern
commercial pattern
ease
figure types
form
pattern drafting
pattern draping
personal measurement chart
production patterns
sloper

# RESOURCES

## Books

Shaeffer, C. (1994). *Claire Shaeffer's Fabric Sewing Guide, (Updated ed.).* Radnor, PA: Chilton Book Company.

Weber, J. (2003). *Clothing Fashion, Fabrics & Construction, (4th ed.).* Peoria, IL: Glencoe McGraw-Hill.



### *#1 GROUP ACTIVITY/PROJECT*

Refer students to sections on measuring in the Reference Book. Divide the class into pairs. Instruct students to measure each other and record the measurements on Teaching Aid 86, ***Personal Measurement Chart***, or provide measurements for the pairs to use. Have students scale down their measurements to one-fourth the original. Direct students to use floral wire to create a scaled form for the set of measurements.

### *#2 INDIVIDUAL ACTIVITY/LABORATORY EXPERIENCE*

Have students select a sketch or photo of a simply styled garment. Instruct students to create a draft pattern and a draped pattern for the garment that will fit their forms created in Strategy 1. Lead students to discuss different methods used to construct patterns.

**Key Questions**

- How do the pattern drafting and pattern draping methods for constructing patterns differ?
- Why do commercial patterns frequently have to be altered for individual customers?
- For what purposes are forms used in construction of custom-made garments?
- What is a sloper? Explain its use.

### *#3 INDIVIDUAL ACTIVITY*

Provide students with a copy of Teaching Aid 87, ***Measurements: What Pattern Fits Me?*** Direct students to use the measurements from Strategy 1 to determine the figure types and pattern sizes for each set of measurements. Have students refer to the size range charts on pages 276-277 of the Reference Book.

### *#4 GROUP ACTIVITY/RESEARCH*

Divide the class into groups. Guide the groups to select two measuring tools described on pages 264-265 of the Reference Book. Instruct groups to research the measuring tools and to present the proper use and care of each tool to the class. Activity 16-2 in the Student Activity Book can be used to reinforce learning.

### *#5 GROUP ACTIVITY/PROJECT*

Divide the class into groups. Assign each group one of the following categories of individuals:

- Women
- Girls
- Children
- Men
- Boys

**Notes**

(TEKS 6A)

***TA 86 Personal Measurement Chart***

TAKS MATH

(TEKS 6A, 6D)

TAKS SCIENCE

(TEKS 6A, 6D)

***TA 87 Measurements: What Pattern Fits Me?***

TAKS MATH

TAKS READING

TAKS SOCIAL STUDIES

(TEKS 6D)

TAKS READING

TAKS WRITING

(TEKS 6A, 6D)

***TA 10a-b Brochure Assessment***

TAKS READING TAKS WRITING

Instruct groups to use available technology to create an informational brochure on measuring and fitting the assigned group. Have groups use the Reference Book, classroom resources, Internet, and library as resources. Have groups present their brochures to the class. Teaching Aids 10a-b, ***Brochure Assessment***, will aid in the development and evaluation of the brochures.

**(TEKS 6A, 6D)**

***TA 87 Measurements: What Pattern Fits Me?***

TAKS SOCIAL STUDIES TAKS READING

### *#6 ROLE PLAY*

Have students work in pairs, and provide each pair with a copy of Teaching Aid 87, ***Measurements: What Pattern Fits Me?*** Based on the guidelines for Assisting Clients on page 273 of the Reference Book, assign each pair to create a role play demonstrating a client bringing pattern, fabric, and notions into a custom sewer to have a garment created. Tell each pair to set up their role play by putting together the items the client will bring to the custom sewer, such as the following:

- a set of measurements from Teaching Aid 87
- a selected pattern
- sample of the selected fabric, with indication of yardage purchased
- list of additional items and notions purchased by the client

Role plays may include examples where the client brings appropriate selections and necessary items, as well as examples where client selections are inappropriate and needed items are not provided. The custom sewer should ask necessary questions and respond appropriately to each situation in determining whether the garment can be constructed to meet the client's specifications.

**(TEKS 6A, 6D)**

### *#7 GUEST SPEAKER*

Invite a tailor, alterationist, or an extension agent to class to discuss measuring for custom-made garments. Ask the expert to demonstrate the correct procedures utilized in garment fitting and alterations.

**(TEKS 6A, 6D)**

### *#8 EDUCATIONAL TOUR*

Arrange for students to visit a fabric store. Ask the guide to demonstrate the available software for pattern design and pattern fitting.

#### *FCCLA ACTIVITIES*

- Leaders at Work: Textiles and Apparel
- STAR Events: Applied Technology; Interpersonal Communication

# Chapter 17

## Pattern Alteration Procedures

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

6A Demonstrate correct procedures utilized in garment fitting and alteration.
6B Describe characteristics of proper fit in garments.
6C Determine alterations to solve common fitting problems resulting from individual differences and special needs.
6E Apply elements and principles of design in altering, repairing, and customizing textile and apparel products.
6F Utilize appropriate techniques and processes to alter, repair, and customize textile and apparel products according to quality standards.

### Chapter Vocabulary

body bulges
circumference seams
construction lines
crosswise grain
design ease
grain
grosgrain ribbon method
lengthwise grain
pattern alteration
set
silhouette seams
wearing ease

# RESOURCES

## Books

Everett, J.C. & Swanson, T. (2003). *Guide To Producing a Fashion Show.* New York, NY: Fairchild Books.

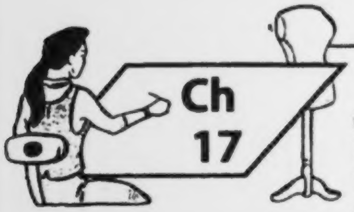
Liechty, E.L., Pottberg, D.N., & Rasband, J.A. (1992). *Fitting and Pattern Attention: A Multi-method Approach.* New York, NY: Fairchild Books.

MacDonald, N.A. (2002). *Principles of Flat Pattern Design, (3rd ed.).* New York, NY: Fairchild Books.

Zamkoff, B. & Price, J. (1987). *Basic Pattern Skills for Fashion Design.* New York, NY: Fairchild Books.

## Web Site

European Research Consortium for Informatics and Mathematics
*www.ercim.org/MtoM3D/description.html*



Notes

### #1 CLASS DISCUSSION

Have students read pages 280-281 of the Reference Book. Lead a class discussion on the characteristics of a well-fitted garment.

**Key Questions**

- What are characteristics of a well-fitted garment?
- What is the grain of a fabric?
- How do you know if a garment is off-grain?
- What is proper balance in a garment?
- What are the types of ease in a garment? How do they differ?
- What is the set of a garment?
- How can you achieve proper set of a garment?
- What seven body bulges must be considered when fitting a garment?
- What are examples of construction lines in a garment?
- What impact can various lines have on the appearance of a garment?

(TEKS 6B)

TAKS READING

TAKS SOCIAL STUDIES

### #2 LABORATORY EXPERIENCE/WRITTEN EXERCISE

Locate garments that display the following characteristics of a poorly fitted garment: off grain, improper balance, incorrect amounts of ease, improper set, or poor use of line. Place each garment on a form. Direct students to analyze the garments. Have students write down what is wrong with each garment and make recommendations to correct the problems. Refer students to pages 280-281 of the Reference Book.

(TEKS 6B, 6C)

TAKS SOCIAL STUDIES

### #3 GUEST SPEAKER OR VIDEOTAPED PRESENTATION

Invite a college professor, extension agent, alterationist, tailor, dressmaker, or custom sewer to class to describe and demonstrate characteristics of proper fit in garments. Ask the guest to explain how elements and principles of design impact altering, repairing, and customizing apparel products. **Note:** In lieu of having the guest visit the class, videotape the presentation and demonstration for students to view individually or as a class.

(TEKS 6A, 6B, 6C, 6E, 6F)

### #4 PAIR ACTIVITY/DEMONSTRATION

Have students work with their partner from Strategy 1, Chapter 16, and use the set of measurements recorded during that project. Provide an assortment of commercial patterns. Have each student in a pair select one of the patterns and work with their partner to compare measurements with the pattern, determine what alterations would be needed, demonstrate how specific alterations would be made, and check the fit of the altered pattern on the client. Refer students to instructions for each step on pages 284-297 of the Reference Book.

(TEKS 6A, 6C, 6F)

TAKS SOCIAL STUDIES

(TEKS 6A, 6C, 6F)

TAKS MATH TAKS SCIENCE

### #5 LABORATORY EXPERIENCE

Provide students with a garment bodice pattern. Direct students to increase the overall bodice size by two inches. Have students place the enlarged pattern onto butcher paper and cut out a new pattern.

(TEKS 6A, 6B, 6C, 6E, 6F)

TAKS SCIENCE TAKS SOCIAL STUDIES

### #6 LABORATORY EXPERIENCE

Provide students with the measurements and directions to alter children's clothing and with different patterns of children's garments. Direct students to follow the guidelines in the Reference Book to make the required alternations to the pattern. Have students present their altered patterns to the class.

(TEKS 6A, 6B, 6C, 6E, 6F)

TAKS MATH TAKS SCIENCE TAKS SOCIAL STUDIES

### #7 LABORATORY EXPERIENCE

Provide students with pattern pieces from different styles and sizes. Direct students to combine various pattern pieces to create a unique look or to fit clients with differing upper and lower body sizes. Refer students to the sections on Combining Pattern Styles and Combining Pattern Sizes on pages 298-299 of the Reference Book. Lead students to show their resulting combinations, explaining how they applied guidelines from the text.

(TEKS 6B, 6C, 6E)

TAKS SOCIAL STUDIES

### #8 GROUP ACTIVITY/PROJECT

Divide the class into groups. Instruct the groups to find pictures of garments in magazines and catalogs. Have students analyze the garments and propose possible changes to the garment to fit various people. Have students use available technology to create a written and visual proposal for the changes. Have students consider factors covered in Chapter 17, such as characteristics of well-fitted garments and application of elements and principles of design. Guide students in presenting their proposals to the class.

FCCLA

### FCCLA ACTIVITIES

- Chapter Project: Have members work with a local day care, elementary school, or drama department to create costumes for a play.
- Community Service Project: Have members find clothing that needs repair and alterations. Lead students to complete the repairs and alterations and give the clothing to an organization that serves the homeless.

# Chapter 18

## Unit Construction Techniques

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

5D Differentiate procedures and techniques appropriate for varied production systems to achieve quality apparel products.

5E Utilize established production procedures and processes to achieve quality standards in finished products.

### Chapter Vocabulary

bias
layout
preshrinking
tailor's tack
true bias
unit
unit method of construction

# RESOURCES

## Books

Shaeffer, C. B. (2001). *Couture Sewing Techniques.* Manhattan, NY: Taunton Press, Incorporated.

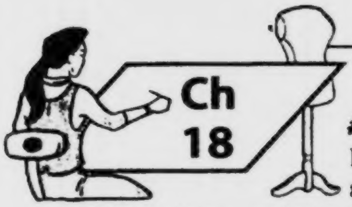
Weber, J. (2003). *Clothing, Fashion, Fabrics & Construction, (4th ed.).* Peoria, IL: Glencoe McGraw-Hill.

## Web Sites

GG Creations
*www.ggcreations.com.au/althea/books*

McGraw-Hill School
*www.mcgrawhill.ca/school/*

My Sister's Patterns
*www.mysisterspatterns.com*



### #1 INDIVIDUAL ACTIVITY

Provide students with a copy of Teaching Aids 88a-b, ***Pattern Symbols***. Instruct students to label the pattern symbols and describe the construction detail indicated by each symbol.

Assemble an assortment of commercial pattern pieces of varying brands. Have students practice identifying the pattern symbols on the pattern pieces. Lead them to note similarities and differences in markings.

### #2 GROUP ACTIVITY

Divide the class into pairs. Have each pair select one of the patterns they created in Strategy 2, Chapter 16. Direct students to select a fabric appropriate for the garment. Tell students to consider factors covered under Coordination of Pattern and Fabric, which begins on page 304 of the Reference Book. Lead students to explain reasons for their selections.

### #3 CLASS DISCUSSION

Assign students to read pages 302-309 of the Reference Book. Lead the class to discuss the procedures and techniques related to pattern layout and cutting to achieve quality products.

**Key Questions**

- What is the purpose of the pattern guide sheet?
- What are functions of various pattern symbols and markings?
- Why should the pattern pieces be smoothed or pressed?
- What methods are used for preshrinking fabrics?
- How can off-grain fabric be straightened?
- How can the right side of the fabric be determined?
- What is *pattern layout*?
- For pattern layout, why are some fabrics folded with the right side in and some with the right side out?
- Why do some fabrics require a special layout? Give examples.
- How can you be sure a pattern is following the grain of the fabric?

### #4 LABORATORY EXPERIENCE

Provide students with commercial patterns of a one-size-fits-all unisex garment. Direct students to cut the pattern pieces apart and prepare the pattern pieces for layout. Lead students to read the pattern guide.

Have students select appropriate fabric and prepare the fabric for the garment. Guide students to select the correct pattern layout, circle it, and begin their pattern layout. Direct students to pin their pattern pieces, following the guidelines on page 309 of the Reference Book. Lead students to check each other's pattern layouts and pinning, using the guide-

**Notes**

(TEKS 5D)

***TA 88a-b Pattern Symbols***

**TAKS MATH**

(TEKS 5D)

**TAKS READING** **TAKS SOCIAL STUDIES**

(TEKS 5D)

**TAKS READING**

(TEKS 5D, 5E)

***TA 89 Construction Preparation Checklist***

***TA 82 Direction Card***

**TAKS READING** **TAKS SCIENCE**

**TAKS SOCIAL STUDIES**

lines as a reference. Teaching Aid 89, ***Construction Preparation Checklist,*** may serve as an assessment tool. At this point, lead students to correct any mistakes.

Direct students to cut out the pattern pieces. Lead students to follow the cutting lines and to use the tip of the shears to cut the notches and other detailed cutting required. Have students follow the cutting guidelines in the Reference Book.

Instruct students to practice different marking methods on scraps of their selected fabric. Lead students to mark the construction and placement symbols, the fold lines, and the center front and back on their fabric pieces.

Lead students to categorize their pattern pieces (all front pieces in one stack, all back pieces in one stack). Have students review the pattern guide sheet and select a construction technique. Lead students to complete Teaching Aid 82, ***Direction Card,*** for their selected portion of the project. Have students complete the construction of the garment in line assembly form.

**(TEKS 5D, 5E)**

**TAKS MATH** **TAKS SCIENCE**

### *#5 LABORATORY EXPERIENCE*

Instruct students to create two 6"x12" drapes. Direct students to line one drape using a free-hanging lining and line the other drape using an attached lining. Directions are provided on pages 315-316 of the Reference Book. Direct students to hem their drapes following the guidelines on pages 319-321 of the Reference Book. Have students mount their drapes on mounting boards.

**(TEKS 5D, 5E)**

**TAKS MATH** **TAKS SCIENCE**

FCCLA

### *#6 LABORATORY EXPERIENCE*

Instruct students to create a 6"x12" curtain. Direct students to line their curtain and to use a gathered seam for fullness in the curtain. Directions for gathering and matching lining are on pages 316-317 of the Reference Book. Have students mount their curtain on a mounting board.

**Note:** For Strategies 5 or 6, students could construct actual drapes or curtains for a child care center, retirement home, or other organization. This could be conducted as an FCCLA Community Service project.

**(TEKS 5D, 5E)**

***TA 83 Seam Pattern***

**TAKS SCIENCE**

### *#7 LABORATORY EXPERIENCE*

Have students work in groups to practice one or more of the following basic construction techniques. Instructions for these and additional techniques are provided in the Reference Book, pages 313-334. Have each group report to the class any problems they encountered or suggestions related to their tasks.

- Provide students with a copy of Teaching Aid 83, ***Seam Pattern,*** and with enough muslin to cut out two of the seam patterns. Direct students to make a self-casing and an applied casing using the seam patterns. Have students mount the casing examples on a mounting board.

- Provide students with patterns for different collar styles. Direct students to create the collar examples out of muslin or available fashion fabric. Have students mount their collar examples on mounting boards.
- Provide students with patterns for different sleeve styles. Direct students to create the sleeve examples out of muslin or available fashion fabric. Have students mount their sleeve examples on mounting boards.
- Provide students with a pattern for a waistband. Direct students to create the plain and the topstitched waistband out of muslin or available fashion fabric. Instruct students to mount their waistband examples on mounting boards.
- Provide students with patterns for seam pockets. Direct students to create the seam pockets out of muslin or available fashion fabric. Instruct students to mount their pocket examples on mounting boards.

### #8 PRESENTATION

(TEKS 5D)

TAKS SOCIAL STUDIES

Refer students to the section on Unit Construction, pages 334-335 of the Reference Book. Divide the class into groups, and provide each group with a finished garment. Instruct groups to determine sections into which the garment would likely be divided for unit construction and construction details (such as sleeves, waistband, collar, and pockets) within each unit.

Have groups present their garment and unit methods of construction to the class. Lead the class to discuss the production procedures and processes an apparel producer might use to construct the garment.

### #9 FCCLA PROJECT

(TEKS 5D, 5E)

As an FCCLA project, guide students to utilize established production procedures and processes to construct doll clothes for donated dolls and give these to an organization that serves children, such as a women's shelter, Ronald McDonald House, or children's home.

#### FCCLA ACTIVITY

- STAR Event: Chapter Service Project

# Chapter 19

## Garment Alterations: Fitting and Marking

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

6A Demonstrate correct procedures utilized in garment fitting and alteration.
6B Describe characteristics of proper fit in garments.
6C Determine alterations to solve common fitting problems resulting from individual differences and special needs.

### Chapter Vocabulary

bodice
clip marking
grain line
pin fitting
tailor's chalk
tailor's wax
thread markings

# *RESOURCES*

## Books

Kawashim, M. (1980). *Fundamentals of Men's Fashion Design: A Guide to Tailored Clothes.* New York, NY: Fairchild Books.

Roberts, E.B. & Onishenko, G. (1985). *Fundamentals of Men's Fashion Design: A Guide to Casual Clothes.* New York, NY: Fairchild Books.

Wolfe, Mary G. (1998) *Fashion!* Tinley Park, IL: The Goodheart-Willcox Company, Inc.

Zanfrillo F.L. (1990). *Fashion Design for the Plus-Size.* New York, NY: Fairchild Books.

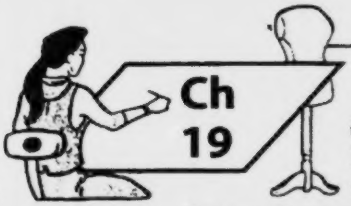
## Web Sites

Accessible Threads Design Studio
*www.accessiblethreads.com*

Comfort Clothing
*www.comfortclothing.com*

Personal Touch Health Care Apparel, Inc.
*www.adaptiveapparel.com*

Silvert's
*silverts.com*



**Notes**

### #1 LABORATORY EXPERIENCE

Provide students with examples of garments that do not fit properly. Display several different styles and sizes of garments on different sized forms; or have volunteers model garments with various fitting problems described in the Reference Book. Have students analyze garment fit according to characteristics of good fit from pages 339-340 of the Reference Book.

Guide students to use pin fitting to demonstrate needed alterations. Refer them to the section on Marking Garments for Alteration on pages 346-347 of the Reference Book. Have students present their alteration recommendations to the class.

(TEKS 6A, 6B)

TAKS SCIENCE | TAKS SOCIAL STUDIES

### #2 GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into groups. Provide each group with a variety of fabric swatches and assign them one of the following marking methods: thread marking, tailor's chalk, tailor's wax, or clip marking. The marking methods are described on pages 346-347 of the Reference Book. Tell each group to apply the assigned marking method to each of their fabrics. Have students present their results to the class, explaining where the method was appropriate and fabrics where the marking method was inappropriate and what problems resulted. Lead students to create a visual display on "Marking Garments for Alteration."

(TEKS 6A)

TAKS READING | TAKS SOCIAL STUDIES

### #3 GROUP ACTIVITY/PRESENTATION

Working individually or in groups, have students select one method of marking garments for alterations. Have students investigate the marking method using the Reference Book, classroom resources, and the Internet. Direct groups to present the following information resulting from research:

- Description of the marking method
- Fabrics most appropriate for the method
- Alterations most appropriate for the marking method

(TEKS 6A, 6B)

TAKS READING | TAKS SOCIAL STUDIES

### #4 LABORATORY EXPERIENCE

Instruct students to bring one garment to be altered or provide items that need sample alterations. Have students work with a partner to obtain correct measurements. Direct students to alter the garment. Take pictures of the garment before and after the alterations. Guide students in displaying the altered products. As an FCCLA community project, have members donate the altered clothes to a community organization serving people needing clothes.

(TEKS 6A, 6B)

TAKS MATH | TAKS SCIENCE

FCCLA

(TEKS 6A, 6B, 6C)

TAKS READING
TAKS SCIENCE
TAKS SOCIAL STUDIES

### #5 BRAINSTORMING/GROUP ACTIVITY/PRESENTATION

Lead students to brainstorm individual differences and special needs of clients that might result in fitting challenges. Examples include older adults, pregnant women, and individuals with physical disabilities (i.e., impaired use of hands due to conditions, such as rheumatoid arthritis; impaired sight; wheelchair bound; physical challenge, such as arm, leg, or breast prosthesis; missing limbs; obesity; osteoporosis; dwarfism).

Divide categories, such as those listed above, among groups of students, and have students read references and Internet resources and then suggest modifications that might be made to accommodate the special needs. An Internet search using "special needs apparel" will yield such Web sites as *www.adaptiveapparel.com*, *www.accessiblethreads.com*, *www.comfortclothing.com*, and *silverts.com*. The book, *Fashion!*, by Mary G. Wolfe is an example of a current reference with a chapter on Special Needs. Have students present their findings and discuss common alteration recommendations for each category of clients. Lead students to compile findings in a visual display of special needs alterations.

(TEKS 6B, 6C)

TAKS SCIENCE
TAKS SOCIAL STUDIES

### #6 INTERVIEWS

Work with students to arrange interviews with individuals with special needs, such as those brainstormed in Strategy 5. Have students ask the individuals to discuss their challenges in finding garments to fit their needs and to discuss solutions they have found in finding garments that fit. Lead students to share their findings and discuss the types of alterations they learned.

(TEKS 6A, 6B, 6C)

### #7 PROJECT/FCCLA

As an FCCLA Community Service Project, have students, individually or in groups, work with an individual who has a special need requiring garment alterations. These could be the individuals students interviewed in Strategy 6. Have students use fitting and alteration procedures covered in Chapter 19 to alter a garment for the individual. Have students report on the experience and show the completed, altered garment. Lead them to share challenges and rewards of the experience.

### FCCLA ACTIVITIES

- Community Service Project
- Financial Fitness: Consumer Clout
- STAR Events: Entrepreneurship; Focus on Children
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

# Chapter 20

## Garment Alterations: Adjustments

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

6A Demonstrate correct procedures utilized in garment fitting and alteration.

6C Determine alterations to solve common fitting problems resulting from individual differences and special needs.

6F Utilize appropriate techniques and processes to alter, repair, and customize textile and apparel products according to quality standards.

12A Determine preparation requirements for various levels of employment in a variety of careers in the textile and apparel industries.

12B Analyze the future employment outlook in the textile and apparel industries.

12C Describe entrepreneurial opportunities in the textile and apparel industries

### Chapter Vocabulary

alteration tag
fitter
gusset
pin out
shoulder pads
shrink out
taken in

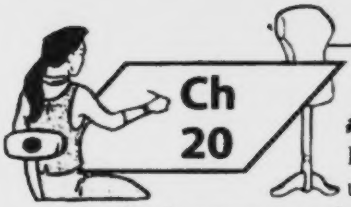
# RESOURCES

## Books

Cabrera, R., & Meyers, D.F. (1983). *Classic Tailoring Techniques: A Construction Guide for Men's Wear.* New York, NY: Fairchild Books.

Cabrera, R., & Meyers, D.F. (1984). *Classic Tailoring Techniques: A Construction Guide for Women's Wear.* New York, NY: Fairchild Books.

Kadolph, S. (1998). *Quality Assurance for Textiles and Apparel.* New York, NY: Fairchild Books.



### *#1 GROUP ACTIVITY*

(TEKS 6C, 12A, 12B, 12C)

TAKS MATH · TAKS SOCIAL STUDIES

Have students determine local businesses that utilize services of alterationists by checking the phone book, newspaper ads, or Internet or by contacting establishments like those discussed in the introduction to Chapter 20 of the Reference Book, page 349. Lead students to compile a chart citing local sources of alteration or repair services and the specific types of services provided by each. If possible, have students include the approximate cost of services at various businesses; for example, some stores will provide free alteration with apparel purchases and others may charge. Ask students also to identify entrepreneurial opportunities they discovered.

### *#2 INTERVIEW*

(TEKS 6C, 12A, 12B, 12C)

TAKS SCIENCE

Arrange for students to interview an alterationist. If possible, have students job shadow an alterationist or fitter for several days. Lead students to develop questions prior to the interview or job shadowing.

#### Sample Questions

- What is the employment outlook for this career?
- What is the approximate income range for this position?
- What special training is required to become an alterationist or fitter?
- How important are organizational skills to an alterationist?
- What techniques have you developed to organize your work?
- How do you estimate the amount of time an alteration will take?
- What are some techniques you use to alter and customize garments of clients with special needs?

### *#3 INDIVIDUAL ACTIVITY*

(TEKS 6A, 6F)

TAKS SOCIAL STUDIES

Provide students with copies of alteration tags; examples are provided in Figure 20.1, page 351 of the Reference Book. Provide students with garments marked as needing different alterations. Have students examine the marks on the garments, measure as needed, and fill in the alteration tags.

Instruct students to exchange their completed alteration tags and marked garments. Have students evaluate the tags based on the marked garments and determine whether needed information has been provided, in an accurate manner, to complete the designated repair. Lead students to discuss their evaluations and suggest any improvements recommended.

### *#4 GROUP ACTIVITY/VISUAL DISPLAY*

(TEKS 6A, 6C, 6F)

TAKS READING · TAKS SOCIAL STUDIES

Divide the class into groups. Assign each group one of the following types of alterations described on pages 353-371 of the Reference Book:

- Dress alterations
- Blouse and shirt alterations
- Skirt alterations
- Slacks and pants alterations

- Jacket alterations
- Lengthening and shortening garments
- Children's garment alterations

Direct groups to use available technology to create a visual explaining how to perform the alterations for their assigned category. Have groups use the Reference Book, classroom resources, and the Internet as resources. Have groups present their visuals to the class.

(TEKS 6A, 6C, 6F)

### *#5 CLASS DISCUSSION*

Lead students to discuss the alteration techniques and processes for various alterations covered in Strategy 4. Lead a class discussion, or have students individually answer key questions.

**Key Questions**

- What type of alteration marks are common for the type of alteration?
- What are general guidelines to follow when altering ready-to-wear garments?
- What are common fitting problems in ready-to-wear garments?
- What are the alterations common for dresses?
- What are the alterations common for blouses and shirts?
- What are the common alterations for slacks and pants?
- What are the common alterations for skirts?
- How do the alterations of skirts differ from the alterations of dresses?
- How do common alterations of jackets differ from the common alterations of blouses and shirts?
- When are shoulder pads used in altering a blouse or jacket?
- How do the following procedures vary: shrink out, taken out, and pin out?
- What is the purpose of a gusset?
- What alterations are accomplished with a gusset?

(TEKS 6A, 6C, 6F)

***TA 90 Alteration Assessment***

TAKS SCIENCE

### *#6 LABORATORY EXPERIENCE*

Provide used clothing for students to practice various alteration techniques described in the Reference Book. To aid students in the alterations, have them complete Teaching Aid 90, ***Alteration Assessment,*** prior to conducting actual alterations on the garments.

***FCCLA ACTIVITIES***

- Leaders at Work: Textiles and Apparel
- STAR Events: Applied Technology; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** Section.

# Chapter 21

# Laundry and Dry Cleaning Procedures

## Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

7A Define terms commonly used in commercial textile and apparel care.
7D Identify equipment and supplies and their uses in textiles and apparel.
7E Demonstrate proper selection, use, and care of equipment and products for cleaning, laundry, and pressing tasks.
7F Perform commercial care procedures for textile and apparel products in accordance with content and care label information.
7H Complete commercial textile and apparel care tasks according to industry standards.

## Chapter Vocabulary

- blocking
- break
- bulk cleaning
- button traps
- chemical energy
- dispersing
- dry cleaning
- dry side chemicals
- emulsifiers
- enzyme
- flushing
- mechanical energy
- sequestering
- solvent
- sorting
- spotters
- tamping
- thermal energy
- wet side chemicals
- wetting

# RESOURCES

## Books

Beaulieu, R. J. (1986). *Fashion: Textiles and Laboratory Workbook (3rd ed.).* Mission Hills, CA: Glencoe.

Collier, B. J., & Tortora, P. G. (2000). *Understanding Textiles (6th ed.).* Upper Saddle River, NJ: Prentice Hall.

Martin, R. J. (1998). *Professional Management of Housekeeping Operations (3rd ed.).* NY: John Wiley & Sons.

Pizzuto, J. J., Price, A., Cohen, A. C., & Johnson, I. (1999). *Fabric Science (7th ed.).* NY: Fairchild.

## Videotape

The Curriculum Center for Family and Consumer Sciences:
- *Clothing Care: Laundry & Stain Removal*

## Web Sites

Appliance Magazine
*www.appliancemagazine.com*

Fabrics.net
*www.fabrics.net*

Kansas State University Research and Extension
*www.oznet.ksu.edu*

Laundry Today – The Textile Web
*www.laundrytoday.com*

Maytag
*www.maytag.com*

Ohio Cleaners Association
*www.ohiocleaners.org*

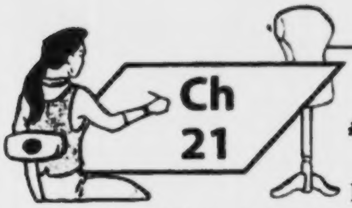
Soap and Detergent Association
*www.sdahq.org*

Speed Queen
*www.speedqueen.com*

The Tide Fabric Care Network
*www.tide.com*

University of Missouri-Columbia Extension
*muextension.missouri.edu*

Whirlpool
*www.whirlpool.com*



Notes

### #1 VISUAL DISPLAY/CLASS DISCUSSION

Have students bring clothing hang tags to class. Lead them to share their hang tags and describe the garments from which they came; if possible, have students wear the garments. Ask students to give fiber content and use and care information provided. Lead students to display the hang tags, categorized by fiber or garment classification. Lead a class discussion regarding clothing care.

**Key Questions**

- What similarities in garment care are found in the various types of fabrics? What differences are found?
- Why is hand washing recommended for some garments?
- What types of garments require dry cleaning? cold water washes? line or flat drying?
- How does the type of trim affect garment care?
- Why is fabric finish a consideration in garment care?

(TEKS 7A, 7D)

TAKS READING

TAKS SOCIAL STUDIES

### #2 VIDEOTAPE/WRITTEN EXERCISE

Show a videotape on clothing care, such as *Clothing Care: Laundry & Stain Removal*. Instruct students to write a one-page paper using one of the following topics:

- The importance of reading and following directions when cleaning garments
- A personal account of using an incorrect product or application when laundering and the results
- Guidelines for effective stain removal
- Factors to consider when sorting clothing for cleaning

(TEKS 7A, 7D, 7E)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

### #3 RESEARCH

Lead students to assess the qualities of laundry soap and detergent products by conducting research. Ask students to visit a store that sells laundry products. Direct them to examine two separate brand products of laundry soap and two separate brand products of laundry detergents. Have students record their findings using Teaching Aid 91, ***Research: Laundry Soap and Detergent Products***. Have students share their findings with the class.

(TEKS 7A, 7D, 7E)

***TA 91 Research: Laundry Soap and Detergent Products***

TAKS READING

TAKS SCIENCE

TAKS SOCIAL STUDIES

### #4 GROUP ACTIVITY/RESEARCH

Divide the class into pairs or small groups. Lead students to research types and uses of laundry products. Direct students to choose or draw from a container one of the following laundry products:

- presoak products
- soaps

(TEKS 7A, 7D, 7E)

***TA 92 Laundry Products Research***

TAKS READING
TAKS SCIENCE
TAKS SOCIAL STUDIES

- detergents
- bleaches
- fabric softeners
- starches

Have students complete Teaching Aid 92, ***Laundry Products Research.*** Students may use classroom materials, library resources, or the Internet to access information. Potential resources include the following Web sites:

- Kansas State University Research and Extension: *www.oznet.ksu.edu* (Go to Home, Family & Youth; Clothing & Textiles)
- University of Missouri-Columbia Extension: *muextension.missouri.edu* (Go to Explore Publications, Human Environmental Sciences, Textile and Apparel Management)
- Soap and Detergent Association: *www.sdahq.org*
- Fabrics.net: *www.fabrics.net* (under Inside Fabrics.Net, go to Fabric Care)
- The Tide Fabric Care Network: *www.tide.com*
- Laundry Today-The Textile Web: *www.laundrytoday.com*

### #5 GAME

(TEKS 7A, 7D, 7E, 7F, 7H)

Instruct students to review the prelaundry procedure of sorting clothes using the Reference Book and Internet; see Web sites from Strategy 4. Have the class take part in a "Laundry Sorting" game. Prepare for the game with the following supplies:

- two laundry baskets or hampers containing assorted garments. Care labels should be easy to read, not faded.
- a timer or stop watch
- a type of scorekeeping system

Divide the class into two teams. Each team is designated a laundry basket or hamper. The object of the game is to sort the laundry in a predetermined time frame (i.e., three minutes) into groups that can be washed together safely. Have a volunteer act as timekeeper and scorekeeper. The scorekeeper calls "Go" and the teams begin sorting. When "Time" is called, teams are to stop sorting. The teacher will inspect the sorted piles, asking for input from the students as to correctness. Each correct pile will earn points. Any sorted pile containing an inappropriate garment will earn 0 points. The game may be played several times by mixing the garments.

### #6 VISUAL DISPLAY

(TEKS 7A, 7D, 7E)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

Have students work individually or in small groups to review the prelaundry procedures of sorting clothes using the Reference Book or Internet; see Web sites from Strategy 4. Instruct students to create visual displays that provide information, guidelines, or tips in sorting laundry. Visual displays may include PowerPoint slides, bulletin boards, newsletters, brochures, or fact sheets. Lead students to share their information and displays with the class.

## #7 LABORATORY EXPERIENCE

(TEKS 7D, 7E, 7F, 7H)

***TA 93 Stain Removal Methods***

***TA 94 Stain Removal Lab Experience***

TAKS SOCIAL STUDIES

TAKS SCIENCE

Have students complete Teaching Aid 93, ***Stain Removal Methods***. Direct them to use the Reference Book and Internet as resources.

Divide the class into groups. Provide groups with three different fabrics with the same type of stain. Provide groups with three copies of Teaching Aid 94, ***Stain Removal Lab Experience***, to complete for each stain removal experience. Have students use the completed Teaching Aid 93, ***Stain Removal Methods***, and the chart on page 379 of the Reference Book as resources for the lab experience.

## #8 CLASS DISCUSSION/LABORATORY EXPERIENCE

(TEKS 7A, 7D, 7H)

TAKS SCIENCE

This strategy requires kits for testing the pH level of water; these may be purchased from a swimming pool supply business or a hardware store. Lead students to discuss the definition of *pH level*. Divide the class into small groups. Have students determine the pH level of water by performing tests using the purchased kits. Types of water for testing may include bottled water, tap water, well water, lake water, and water from other areas of the state or country. Have groups report their findings.

### Key Questions

- What does the pH level of water indicate?
- What is the pH scale? (0-14)
- What does a high pH indicate? a low pH?
- What is considered a neutral pH?
- Why is it important for commercial laundries to test the pH level?
- How might the pH level of water affect the care and maintenance of garments?

## #9 CLASS DISCUSSION/LABORATORY EXPERIENCE

(TEKS 7A, 7D, 7E, 7F)

***TA 95 Bleaches: Lab Experience***

TAKS MATH

TAKS SCIENCE

TAKS SOCIAL STUDIES

Lead a class discussion on appropriate use of chlorine bleaches and oxygen-based bleaches. Divide the class into small groups. Supply each group with small swatches (1"x 1") of various types of fabrics (i.e., silk, wool, cotton, rayon, or polyester) and a copy of Teaching Aid 95, ***Bleaches: Lab Experience***. Have groups follow the instructions provided on the teaching aid, recording their findings in the spaces provided. As a follow-up exercise, groups may chart their findings to display in the classroom.

### Key Questions

- What types of fabrics are suitable for use with chlorine bleach? oxygen-based bleach?
- Why is it important to dilute liquid bleach in water before adding it to the regular wash cycle?
- How may the mineral content of the water supply affect the product outcome?
- What methods are used in commercial laundries for adding bleaches?

(TEKS 7A, 7D)

***TA 96 Forms of Energy***

TAKS READING

TAKS SCIENCE

TAKS SOCIAL STUDIES

### *#10 CLASS DISCUSSION/GUEST SPEAKER*

Have students read The Washing Process, pages 381-384 of the Reference Book. Display Teaching Aid 96, ***Forms of Energy***. Lead students to differentiate between mechanical energy, chemical energy, and thermal energy.

Invite a sales representative from a laundry supply distributor to speak to students about chemical energy, types of chemicals used in commercial laundry facilities, and how chemicals interact with both mechanical energy and thermal energy. Ask the speaker to include dangers that are involved when handling the chemicals and safety procedures that must be observed when working with chemicals.

(TEKS 7A, 7D, 7E)

***TA 97 Sample Oral Presentation Rubric***

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

### *#11 RESEARCH/ORAL PRESENTATION*

Assign students to research commercial washers and dryers. Have students look for information on use, care, and maintenance of the equipment. Information may be accessed through the Reference Book (pages 384-388), appliance sales representatives, owners/operators of local laundry facilities, e-mailing appliance companies to request brochures or videos, and the Internet. Instruct students to prepare oral presentations from the gathered information. Presentations may include visuals, such as PowerPoint, company brochures, photos/slides of equipment, video clips from appliance companies, or informational Web sites. Prior to gathering research information, have the class create a grading rubric. Refer to Teaching Aid 97, ***Sample Oral Presentation Rubric***, for an example of a rubric created from an on-line resource. Potential resources include the following Web sites:

- Appliance Magazine: *www.appliancemagazine.com*
- Whirlpool: *www.whirlpool.com*
- Speed Queen: *www.speedqueen.com*
- Maytag: *www.maytag.com*

(TEKS 7A, 7D, 7E, 7F, 7H)

TAKS SOCIAL STUDIES

### *#12 EDUCATIONAL TOUR*

Arrange for the class to tour a commercial laundry facility. Ask the guide to address various aspects of laundering, such as the following:

- correct use of various types of laundry products
- procedures for properly sorting laundry
- techniques for removing stains
- operation of laundry equipment

Extend the activity by having a second stop at a dry cleaning facility that offers on-site cleaning. Have students view the precleaning, cleaning, and postcleaning procedures. Ask the guide to demonstrate and explain the different types of dry cleaning equipment, chemicals used, and special handling procedures (i.e., delicate items, leathers/suedes, and blocking).

If possible, arrange for students to participate in some of the commercial care tasks at the laundry and dry cleaning facilities.

### #13 SCENARIO/WRITTEN EXERCISE

(TEKS 7A, 7D, 7E)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

Provide students with the following scenario:

> *You are a garment manufacturer. You are wanting to establish a contract with a dry cleaner to clean garments that became soiled during manufacturing.*

Instruct students to write a paper discussing at least three important features they would observe and items they would discuss with the dry cleaner to determine the level of competence and quality of work expected. Topics for discussion may include precleaning procedures, dry cleaning processes for delicate or special care garments, and postcleaning procedures.

### #14 GROUP ACTIVITY

(TEKS 7A, 7D, 7E)

***TA 84 T-Chart Template***

TAKS READING

TAKS MATH

TAKS SOCIAL STUDIES

Have students work individually or in groups to prepare a table of comparison that indicates at least six differences in processing between laundering and dry cleaning. Teaching Aid 84, ***T-Chart Template***, can be used in this activity. Direct students to use the Reference Book, classroom materials, or the Internet for information gathering. Lead students to present their comparisons to the class.

Potential resources include the following Web sites:

- Ohio Cleaners Association: *www.ohiocleaners.org/1.htm*
- Kansas State University Research and Extension: *www.oznet.ksu.edu* (Go to Home, Family & Youth; Clothing & Textiles)
- Fabrics.net: Fabric Care: *www.fabrics.net/fabricca.asp*

#### FCCLA ACTIVITIES

- Financial Fitness: Consumer Clout
- Leaders at Work: Textiles and Apparel
- STAR Event: Applied Technology

FCCLA

# Chapter 22

## Receiving, Marking, and Identifying Laundry and Dry Cleaning

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

7A Define terms commonly used in commercial textile and apparel care.

7G Determine procedures for efficiently marking and tracking items in a commercial textile and apparel care operation.

### Chapter Vocabulary

- commercial laundry
- dry cleaning plant
- finish
- indelible ink
- laundry drop-off center
- ornamentation
- pressing
- pretreating
- self-service dry cleaning machine
- sizing
- soiling materials

# RESOURCES

## Books

Collier, B. J., & Tortora, P. G. (2000). *Understanding Textiles (6th ed.).* Upper Saddle River, NJ: Prentice Hall.

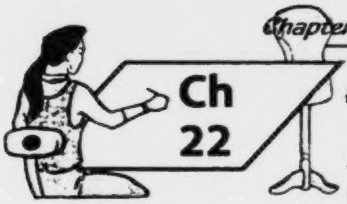
Pizzuto, J. J., Price, A., Cohen, A. C., & Johnson, I. (1999). *Fabric Science (7th ed.).* NY: Fairchild.

## Web Sites

Laundry Today – The Textile Web
*www.laundrytoday.com*

Soap and Detergent Association
*www.sdahq.org*

Swiss Cleaners
*www.swisscleaners.com/serv_clean.htm*



Notes

### #1 CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Assign students to read Receiving, Marking, and Identifying Laundry from pages 393-396 of the Reference Book. Have students define the term *commercial laundry*. Ask volunteers to describe commercial laundries they have worked for or patronized. Lead students to explain the differences between a commercial laundry and a laundry drop-off center.

(TEKS 7A)

TAKS READING
TAKS SOCIAL STUDIES

**Key Questions**

- How do commercial laundries differ from laundry drop-off centers?
- What are some factors to consider when using a commercial laundry? (e.g., price, special services, stain removal)
- What are some factors to consider when using a laundry drop-off center? (e.g., labeling and identification methods, length of time required for cleaning)
- Why do commercial laundries often operate several drop-off centers but only one cleaning operation?

As a follow-up activity, have students locate advertisements for local laundry facilities and identify them as commercial laundries or laundry drop-off centers. Students may use the telephone yellow pages or newspaper advertisements to locate local laundry facilities.

### #2 EDUCATIONAL TOUR/GROUP ACTIVITY

Arrange for the class to visit a commercial laundry facility. Lead students to observe various aspects of the business, especially industry methods for receiving, marking, and identifying laundry. As a follow-up activity, have groups create guidelines for receiving, marking, and identifying laundry based on their observations and information from the Reference Book. The guidelines should be targeted for use by commercial laundry employees. Students may generate wall posters, fact sheets, or brochures. Have students share their guidelines. **Note:** This exercise may be adapted for visiting a dry cleaning establishment.

(TEKS 7A, 7G)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

### #3 CLASS DISCUSSION/GROUP ACTIVITY

Provide employee handbooks or commercial laundry facility operations handbooks from local establishments. Lead a class discussion on various job responsibilities and procedures involving receiving, marking, and identifying laundry. Divide the class into small groups. Direct groups to generate a bulleted list of procedures for employees to follow when receiving, marking, and identifying laundry. Have groups share their lists with the class. **Note:** This exercise may be adapted for visiting a dry cleaning establishment.

(TEKS 7A, 7G)

TAKS READING

**Key Questions**

- What are the major responsibilities of employees in commercial laundries?
- How are the employees of commercial laundry establishments trained to perform their job responsibilities?
- Why is it important to have guidelines for employees to follow when receiving, marking, and identifying laundry?

(TEKS 7A, 7G)

***TA 98 Interview Questions: Commercial Textile and Apparel Care***

TAKS WRITING
TAKS SCIENCE

### *#4 INTERVIEW/ORAL PRESENTATION*

Assign students to interview a commercial laundry facility owner or manager to determine aspects of laundry services and operations. Have students create a list of questions for the interview, or have students complete Teaching Aid 98, ***Interview Questions: Commercial Textile and Apparel Care***. Interviews may be conducted on-site, via telephone, or through e-mail. As a follow-up activity, have students prepare an oral presentation of their findings to share with the class.

(TEKS 7A, 7G)

TAKS READING
TAKS SOCIAL STUDIES

### *#5 INTERNET RESEARCH*

Have students conduct an Internet search to determine the types of services offered by dry cleaning establishments. Using the key words "dry cleaning services" will yield multiple sites; one example is Swiss cleaners (*www.swisscleaners.com/serv_clean.htm*). Have students summarize information they gleaned from the research, sharing any printouts or advertisements. Based on services determined, lead students to suggest types of procedures that would likely be needed to efficiently receive, mark, and track textile and apparel items.

(TEKS 7A, 7G)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

### *#6 ROLE PLAY*

Have students set up a mock dry cleaning business. Instruct students to role play the parts of the customer, the employee, and the owner of the business. Have students prepare brief scripts for the role play. Ideas for scripts may include the following:

- Answering customer concerns regarding stains
- Providing customers with special services offered by the establishment
- Having the employee explain to a customer why a particular textile can not be dry cleaned (i.e., vinyl-coated fabrics)
- Explaining the difference between dry cleaning and laundering

FCCLA

As an FCCLA activity, have students prepare an Entrepreneurship Business Plan for a commercial dry cleaning business.

(TEKS 7A, 7G)

TAKS READING
TAKS MATH
TAKS SOCIAL STUDIES

### *#7 GROUP ACTIVITY/RESEARCH*

Have students look in fashion magazines, newspapers, or pattern books for examples of garments that have ornamentation. Provide examples of ornamentation that have been ruined by the dry cleaning process. Direct students to examine the examples and create a chart or table with types of ornamentation and possible problems associated with the cleaning process. For example, on dyed leather trim, leather dyes often run in the presence of dry cleaning solutions. Have students access information for the chart using classroom materials, library resources, and employees/owners of dry cleaning establishments.

### #8 RESEARCH/PROJECT

(TEKS 7A, 7G)

***TA 84 T-Chart Template***

TAKS SOCIAL STUDIES

Direct students to locate self-service dry cleaning machines and observe how they operate. Instruct students to visit the facilities independently to obtain information for the entire class. Have students ask the employee on duty to explain the operating procedures in detail, watch the actual operation, and take notes to share with the class. Instruct students to present their findings by describing the process to the class.

Divide the class into small groups. Ask groups to list the advantages and disadvantages of self-service dry cleaning. Groups may use Teaching Aid 84, ***T-Chart Template***, to record their answers.

#### FCCLA ACTIVITIES

- Financial Fitness: Consumer Clout
- Leaders at Work: Textiles and Apparel
- STAR Events: Applied Technology; Entrepreneurship; Interpersonal Communication

FCCLA

# Chapter 23

## Safety and Sanitation for Laundering, Pressing, and Dry Cleaning

### Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

7A Define terms commonly used in commercial textile and apparel care.

7B Explain how regulations pertaining to workplace safety, labor, and environmental issues affect the commercial textile and apparel care operation.

7C Apply effective safety and sanitation practices in textile and apparel care procedures.

7D Identify equipment and supplies and their uses in textiles and apparel.

7E Demonstrate proper selection, use, and care of equipment and products for cleaning, laundry, and pressing tasks.

7H Complete commercial textile and apparel care tasks according to industry standards.

### Chapter Vocabulary

- friction door latch
- heel
- interlocking device
- lid switch
- limiter controller
- motor protector
- push-to-stop timer
- safety brake
- safety door switch
- safety features
- sanitation
- separate start button
- stagnant solvent

# RESOURCES

## Books

Martin, R. J. (1998). *Professional Management of Housekeeping Operations (3rd ed.).* NY: John Wiley & Sons.

Pizzuto, J. J., Price, A., Cohen, A. C., & Johnson, I. (1999). *Fabric Science (7th ed.).* NY: Fairchild.

## Web Sites

Centers for Disease Control and Prevention
*www.cdc.gov*

Greenpeace USA
*www.greenpeaceusa.org*

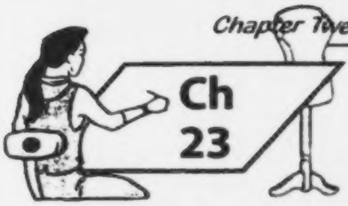
Maytag
*www.maytag.com*

OSHA
*www.osha.gov*

Speed Queen Products
*www.speedqueen.com*

U.S. Environmental Protection Agency: Design for the Environment
*www.epa.gov/opptintr/dfe/projects/index.htm*

Whirlpool
*www.whirlpool.com*



### #1 BRAINSTORMING/VISUAL DISPLAY

Notes

(TEKS 7A, 7D)

TAKS READING TAKS WRITING TAKS SCIENCE TAKS SOCIAL STUDIES

Lead students to brainstorm for accidents that could happen under the following conditions:

- Operating machinery at unsafe speeds
- Removing safety devices from equipment
- Failing to have proper training before operating equipment
- Using defective equipment
- Using equipment improperly
- Using laundry or dry cleaning products and solvents improperly
- Disposing of laundry and dry cleaning products and solvents improperly
- Failing to use safety devices

Divide the class into small groups. Lead groups to design workplace safety posters that could be used to increase safety awareness and practices in commercial laundry and dry cleaning facilities. Display the posters in the classroom.

**Key Questions**
- What is the main reason most accidents happen?
- Why is it important for businesses to encourage safety in the workplace?
- What is the employee's role regarding safety in the workplace?
- What is the manager's role?

### #2 CLASS DISCUSSION/WRITTEN EXERCISE

(TEKS 7A, 7B, 7C)

***TA 99 What is a Hazardous Substance?***

***TA 100a-b Material Safety Data Sheet***

TAKS READING TAKS WRITING TAKS SOCIAL STUDIES

Lead a class discussion regarding OSHA's Hazard Communication Standard (HCS) and material safety data sheets (MSDS). Download the HCS information and make this available to students, or have students use the computer and Internet to visit the OSHA Web site below. Blank MSDS forms can be downloaded or viewed at the OSHA Web site below.

- OSHA Hazard Communication
  *www.osha.gov/SLTC/hazardcommunications/index.html*
- OSHA Material Safety Data Sheet
  *www.osha.gov/Publications/MSDS/msdsform.html*

Use Teaching Aid 99, ***What is a Hazardous Substance?***, and Teaching Aids 100a-b, ***Material Safety Data Sheet***, to guide the discussion.

**Key Questions**
- What is the purpose of the Hazard Communication Standard (HSC)?
- How are material safety data sheets used in the workplace?
- How are workers protected by the HSC or right-to-know law?
- Why is it important for employees to be trained in Hazard Communication?

Have students write a brief description of ways in which management provides safety information and employee training.

### *#3 INTERNET SEARCH/RESEARCH*

(TEKS 7A, 7B, 7C)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

Have students work in groups to research OSHA's general industry standards for fire safety and emergency evacuation using the interactive expert software available at the OSHA Fire Safety Advisor Web site (*www.osha.gov/dts/osta/oshasoft/softfirex.html*).

Direct students to visit the Web site as though they are managers, owners, or operators of a business. Have students name their businesses as they will need this information for the Web site. As the pairs or groups work through the software, they will be interviewed about the business building, work practices, and policies at the facility, to determine whether and how OSHA's Fire Safety standards may apply. Following the session, the advisor will list the questions asked during the session and the given responses. Have pairs or groups organize the information and share their findings with the class.

### *#4 INTERNET RESEARCH*

(TEKS 7A, 7B)

***TA 97 Sample Oral Presentation Rubric***

TAKS READING
TAKS WRITING
TAKS SCIENCE
TAKS SOCIAL STUDIES

Have students work individually or in groups to conduct Internet research regarding textile and apparel care and the environment. Ideas for research topics include the following:

- Toxic Cleaners in the Fabric Care Industry
- The Dangers of Dry Cleaning
- Perc (perchloroethylene) and Human Health Concerns
- Cleaner Technologies in Professional Fabric Care
- Apparel Care and the Environment
- Green Products in Fabric Care
- Legislation and Fabric Care Products (i.e., local, state, national)

Instruct students to prepare a written report on findings. Reports may be computer-generated using a word processing program. As a follow-up activity, have groups prepare oral presentations that include visuals, such as PowerPoint, graphs, charts, and photos. Prior to gathering research information, have the class create a grading rubric. Refer to Teaching Aid 97, ***Sample Oral Presentation Rubric***, for an example of a rubric created from an on-line resource.

Potential resources include the following Web sites:

- Greenpeace USA: *www.greenpeaceusa.org* (Go to Publications, Toxics)
- Centers for Disease Control and Prevention: *www.cdc.gov* (Use the key words "dry cleaning" OR "commercial laundry" in the Search area.)
- U.S. Environmental Protection Agency: Design for the Environment *www.epa.gov/opptintr/dfe/projects/index.htm* (Go to Garment & Textile Care Partnership)

## #5 CLASS DISCUSSION

(TEKS 7D, 7E)

TAKS READING

TAKS SOCIAL STUDIES

Provide students with manufacturer's information manuals for washers and dryers, or have students send e-mail requests to manufacturers for information manuals. Examples of manufacturers' Web sites include the following:

- Maytag: *www.maytag.com*
- Speed Queen Products: *www.speedqueen.com*
- Whirlpool: *www.whirlpool.com*

Have students locate, list, and define safety features found in the information manuals. As a group, lead students to compare lists and discuss the safety features found.

**Key Questions**

- Why do manufacturers include safety features in their products?
- What are examples of safety features identified?
- What safety features are available on commercial products that are not found on products designed for household use? Why?
- What role does the owner/operator of a commercial laundry facility play in employee safety?
- What role do the employees play?

## #6 EDUCATIONAL TOUR/PROJECT

(TEKS 7B, 7C, 7D, 7E, 7H)

TAKS READING

TAKS SCIENCE

TAKS SOCIAL STUDIES

Arrange for students to visit a commercial laundry facility or dry cleaning establishment to view types of commercial pressing equipment. Ask the guide to discuss safety precautions to follow when using pressing equipment. Prior to the visit, lead students to generate a list of questions.

As a follow-up activity, have students create a newsletter, brochure, pamphlet, or fact sheet discussing the importance of training employees to use safety precautions when operating pressing equipment. Students may use a desktop publishing software program for creating their publications.

**Key Questions**

- What requirements does OSHA make for safety regarding commercial pressing equipment?
- What types of safety inspections are performed on the equipment prior to use? Who is responsible for inspecting the equipment?
- What types of safety training does this establishment provide for employees?

**(TEKS 7C, 7D, 7E)**

TAKS READING
TAKS SCIENCE
TAKS SOCIAL STUDIES

### *#7 PROJECT*

Direct students to find the names of cleaning fluids used in full-service and self-service dry cleaning establishments. Have students research the composition of the solutions and describe the harm these solutions can do to skin. As a follow-up activity, have students create visual displays using the information they found.

**Key Questions**

- What types of chemicals does each of the cleaning fluids contain?
- What are potential hazards of the chemicals?
- How have cleaning fluids improved over the years?

**(TEKS 7A, 7B, 7C, 7D)**

TAKS READING

### *#8 CLASS DISCUSSION*

Have students read class resources to define the term *sanitation* and explain how it relates to commercial laundry and dry cleaning businesses. As a follow-up activity, have students complete Activity 23.2 in the Student Activity Book. Lead a class discussion reviewing students' written responses.

**Key Questions**

- How do the terms *clean* and *sterile* differ?
- When is a sterile environment necessary as compared to a clean environment?

**(TEKS 7A, 7B, 7D)**

***TA 101 Interviewing Health Inspectors***

TAKS READING
TAKS SCIENCE
TAKS SOCIAL STUDIES

### *#9 INTERVIEW*

Have students work individually or in groups to locate the names of several local, state, and federal health inspectors. Have students perform an Internet search to find contact information, including e-mail, for the people listed. Provide each student a copy of Teaching Aid 101, ***Interviewing Health Inspectors***. Ask students to e-mail the contacts and ask permission for an on-line interview; coordinate student contact selections so that each inspector is contacted only once. Have students write a brief summary of their findings to turn in for a grade. As a follow-up activity, have students write thank you notes to the inspectors interviewed.

### *FCCLA ACTIVITIES*

- Leaders at Work: Textiles and Apparel
- STAR Events: Entrepreneurship; Applied Technology

# BLENDED ACTIVITIES

## #1 LABORATORY EXPERIENCE/ORAL PRESENTATION

Direct students to practice stain removal techniques using washable fabrics. Provide students with squares of different types of fabrics and fabric with different finishes (it is recommended that the fabric squares be no smaller than 5"x5"), such as cotton, cotton blends, linen, ramie, silk, wool, acetate, polyester, nylon, acrylic, mercerized, sized, napped, printed, and water-repellent. From a container, have students draw a type of stain. Note: Examples of stains may be found in Table 21.1, page 379 in the Reference Book. Ask students to apply the stain type to the fabric samples. Let the stain set overnight. Have students use the Reference Book to find care instructions for the different fabrics and fabric finishes. Instruct students to follow instructions for stain removal. Have students use Teaching Aid 94, **Stain Removal Lab Experience**, to record the stain removal steps and the results. As a follow-up activity, have students give a brief presentation to the class.

Chapters 6, 21

***TA 94 Stain Removal Lab Experience***

TAKS SCIENCE

TAKS SOCIAL STUDIES

### Key Questions

- What stain removal techniques were used?
- How well did the stain removal technique work for the different fabrics?
- What are some fabric characteristics that may have contributed to the stain being removed effectively? What are some fabric characteristics that may have contributed to the stain being visible after the laundering?
- How will this lab experience serve you as a professional in the textile and apparel industry?

Potential resources include the following Web sites:

- Fabric Care
  *www.fabrics.net*
- Orange Glo International
  *www.greatcleaners.com*
- The Tide Fabric Care Network
  *www.tide.com*
- Procter and Gamble
  *www.pg.com*

Chapters 1, 2, 4, 5, 10, 11

***TA 102 Developing a Business Plan***

## #2 BUSINESS PLAN

Provide students with a copy of Teaching Aid 102, **Developing a Business Plan**. Direct students to work individually to develop a business plan for a textile or apparel business. Have students present this information in written form, with all peripherals, in portfolio manner.

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

Instruct students to propose both marketing and promotional strategies and include these in their portfolios. As part of the development process, have students present the information to the class using PowerPoint presentations.

Chapters 2, 3, 6, 7, 8, 10, 11, 12, 20

***TA 103a-f Fashion Sketching***

TAKS MATH

TAKS READING

### #3 FASHION SKETCHING/GARMENT CONSTRUCTION AND DISPLAY

Provide students with copies of Teaching Aids 103a-f, **Fashion Sketching**, to teach students how to draw hand sketches of lay figures – front, back, and three-quarter view. Explain to students that some designers, in order to save time or because they are not good at drawing figures, use a body silhouette called a lay figure to develop their garment design sketches. Drawing practice sketches is a useful activity to teach scale, proportion, and form as the designer sees it. Guide students to use this Quick Sketch method to sketch bodies for garment design.

Have students design a portfolio of garments for their lay figures. Extend the project by having them complete the construction of garments, including slopers and garments in final fabric mode. For each of the garment designs, have students create appropriate garment labels.

After completion of garments, have students display the garments. For example, they may create a display appropriate for a specific type of apparel store or produce a fashion show.

Chapters 1, 2, 5, 6, 7, 10, 11, 21

TAKS WRITING

TAKS SOCIAL STUDIES

### #4 SCENARIO

Instruct students to create a fabric sample and a marketing plan for the following scenario:
You have been hired as a textile designer in a large U. S. company that develops designs for the creation of unique fabrics. Working as part of a team of designers, your first assignment is to create a unique design on fabric for a city's 200th birthday celebration. The city council wishes the design to be symbolic of the city's diverse population and history. The fabric design should be appropriate for both interior design use as well as apparel use.

Lead students in presenting their samples and plans to the class.

Chapters 2, 3

***TA 104 "If You Don't Know Where You're Going, Any Road Will Get You There"***

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

### #5 PROJECT

Have students follow instructions on Teaching Aid 104, **"If You Don't Know Where You're Going, Any Road Will Get You There,"** to participate in a variety of activities to formulate a plan for their future. This activity will require much time for the semester and should be partially done outside of class with some additional in-class time.

Set up a review board consisting of an administrator, another teacher, and one or two students to critique each student's PowerPoint presentation and research. A question and answer format could be used after the presentation to ascertain additional information and learning gained from the student.

### *#6 DESIGN PORTFOLIO*

Chapters 2, 6, 7, 9, 10, 12, 18

TAKS SOCIAL STUDIES

Guide students to create a design portfolio. The design portfolio is a visual representation of individual talents, skills, and experiences the students have acquired thus far in the educational experiences. The components can be used by students now and in the future as a resource in employment interviews. It will also be a tool for reflection, goal setting, and self-assessment in the continuing professional development process.

The design portfolio should be an ongoing project. As experience is acquired, a copy of examples may be inserted into the portfolio. Assist students in selecting the size of their design portfolios. The design portfolio should visually represent the student's creativity, organization, technical skills (i.e., knowledge of sewing, draping, and pattern making), and drawing ability.

The first decision concerning a design portfolio is the size of the portfolio. Large portfolios allow large drawings that are sometimes easier to demonstrate talents and skills. A problem with a large portfolio is that it can be cumbersome to carry and students may find that they need to scale down their drawings for ease in carrying. The case color, finish, and detail affect the first impression of their design portfolio. Students may find that as their experiences and abilities increase, multiple portfolios may be needed to show the different facets of their talents.

The design portfolio represents the student's skills in using different media to represent their ideas. As their skills, creativity, and ingenuity increase, they will need to add to or replace items in their design portfolio.

# BLENDED ACTIVITIES - FCCLA

Chapters 1, 2

### CAREER CONNECTION PLUG IN TO CAREERS:

- Have students survey workers in the textile and apparel industries regarding challenges and demands related to their jobs.
- Direct students to make a presentation to elementary students about job opportunities in the textile and apparel industries.

Chapters 1, 2

### CAREER CONNECTION PROGRAM CAREER STEPS

- Assign students to create a career map that plots steps toward a selected career in the textile and apparel industries. Instruct students to include goals related to education (i.e., high school courses and postsecondary programs) and potential scholarship opportunities.
- Have students create a visual or graphic organizer that depicts typical job sequences for advancement in a selected area of the textile and apparel industries.

Chapters 1, 2, 3

### CAREER CONNECTION LINK UP TO JOBS

- Lead students to create a "Job Search Toolbox" display that depicts tools and resources that would be helpful in finding and landing a job.
- Guide students to plan a one-day session on "How to Get a Job and Keep It." Have students recommend and assist with recruiting panel members and presenters to present varying information during each class period - focusing on differing careers and employability skills.
- Have students create a professional career portfolio. Suggested items include the following: resumé and other job search tools; samples of work completed in the course; documentation of leadership activities, honors and awards, and special interests; and examples of computer and technology skills.

Chapters 2, 3, 4, 5

### CAREER CONNECTION ACCESS SKILLS FOR CAREER SUCCESS

- Have students investigate guidelines and samples of employee performance evaluations. Lead them to develop suggestions for demonstrating exemplary performance on typical characteristics.
- Guide students to develop skills in leadership and teamwork by participating in FCCLA chapter activities and projects and running for office.

### CAREER CONNECTION INTEGRATE WORK AND LIFE

Chapters 2, 3, 5

- Have students research management practices that facilitate assuming multiple family, community, and career roles. Examples of resources include classroom and library references, the Internet, and magazines. Guide students in creating and publishing a handout to share with other groups.

## CHAPTER ACTIVITIES

**Chapters 5, 7, 10, 11, 12**

- Guide students in developing an FCCLA marketing campaign to draw new members. Have them relate the benefits and activities of membership.
- Have students compile information on child labor practices and write a newspaper article promoting an awareness of child labor in the world and advocating practices that support the ending of child labor.
- Guide students in conducting a service project related to an initiative against child labor. Examples are Free the Children (see *www.freethechildren.org*) and The Kids Campaign to Build a School for Iqbal (see *www.mirrorimage.com/iqbal*). For instance, students might develop a flyer or visual display presenting issues related to child labor, listing Web sites and other sources of additional information, and suggesting ways individuals can get involved to help stop child labor abuses.
- Guide FCCLA members to develop and complete an environmental project related to the textile and apparel industries. Suggested projects may be found at *www.fabriclink.com/EarthDay*.
- Have FCCLA members design chapter T-shirts and use a computerized embroidery machine to apply designs. Students could design and produce T-shirts for other school organizations as well. The project could be done as a chapter fund-raising activity.

## COMMUNITY SERVICE PROJECTS

**Chapters 3, 4, 5, 6, 7, 9, 11, 12, 13, 17, 18, 20, 21**

- Direct students to develop a mass production line to produce apparel articles for older adults in a long-term care facility. Examples of articles include elastic or drawstring pants, adult bibs for use when eating, craft aprons, or pullover shirts. Production and distribution of the apparel articles could be done in conjunction with an FCCLA community service project. Note: Men's short sleeve shirts can be used for craft aprons or bibs; use a mass production line to remove collars and buttons and sew bias tape around the neck.
- Have students undertake a project to assist older adults in maintaining and caring for their clothing items. For instance, students could assist with laundering items, teach the older adults basic procedures for laundering, arrange to take items to the cleaners periodically, and volunteer to repair and mend clothing items.
- Have students develop a visual display or PowerPoint presentation on Preventing Common Accidents in the Workplace. The product could be presented to a student or adult group.
- Have students collect used dolls in good condition and design and construct apparel items for each doll. Guide students in arranging for items to be donated to a women's protective shelter or children's home. To enhance the service project, students could also collect additional items needed by the shelter or home, such as toiletries, underwear, T-shirts, or safe toys.
- Have students conduct a seminar on care and storage of textile and apparel products. The seminar could include such information as the following: importance of proper care and storage of textile products,

care label requirements and how to interpret the information, resources that offer information on care and maintenance of textile products, how to store textile products in various environmental conditions, and suggestions for effectively using commercial textile and apparel care services.

### *LEADERS AT WORK*

Chapters 3, 4, 5

- Have students select a leadership skill they wish to improve on-the-job. Using the FCCLA planning process, have students develop and implement a project for strengthening the targeted skill.

### *POWER OF ONE: A BETTER YOU*

Chapters 3, 6, 21

- Have students inventory their own textile and apparel items and develop files or loose-leaf notebooks that contain care information for various items. Notebooks should include information on fiber content and care procedures.
- Have students target leadership characteristics on which to work and develop a plan for strengthening those characteristics. As students implement their plan, have them write in a journal their progress toward building/improving those characteristics.

### *POWER OF ONE: WORKING ON WORKING*

Chapters 1, 2, 3, 5, 10, 12, 17, 21

- Have students research and prepare a written summary of career opportunities related to a specific area within the textile and apparel industry. Examples include marketing, design, production, customization, and care.
- Have students who are employed create an organizational chart that reflects the business structure of the workplace where the student is employed. Encourage students to use computer applications in creating the chart. Ask students to explain why it is important to understand the chain of command and to follow company protocol for communicating in the workplace.

### *STAR EVENTS: APPLIED TECHNOLOGY*

Chapters 10, 11

- Have students develop a local chapter Web page as part of a chapter public relations program. The Web site could provide details about the organization, cite benefits of membership, and highlight activities that present a positive image to the community.

### *STAR EVENTS: ENTREPRENEURSHIP*

Chapters 2, 3, 8, 9

- Have students develop a business plan for a vintage garment boutique or secondhand shop that focuses on accessories, such as hats, purses, gloves, collars, jewelry, hair ornaments, or apparel ornaments like lace, handkerchiefs, or buttons.

### *STAR EVENTS: ILLUSTRATED TALK*

Chapters 5, 6, 10, 11

- Have students develop an illustrated talk on a topic such as the following: textile and apparel industry controls/quality standards, apparel marketing strategies, cultural implications for textile and apparel promotion, fabric finishes, "History of Textiles," "The Effects of a Diverse and Changing Consumer Market on the Textile Industry," innovative applications of textile products beyond those related to consumer apparel, or influences of fashion designers.

# *Creative Ideas*

### *NOTE TO THE TEACHER*

Developers of the series of curriculum guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple chapters through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended activities promotes student learning through relevance and application.

We strongly encourage you to do the following:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Curriculum Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

*This section provides only a small sampling of creative ideas for teaching techniques!*

# *Creative Ideas*

## GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing the class into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  *Variation* - write the numbers on cards, and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint - if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability:
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up-front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

# *Creative Ideas*

### *RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)*

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten, and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  *Alternative*: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

# *Creative Ideas*

## *ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS*

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured - communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills.

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 10a-b, ***Brochure Assessment***, provide a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of Independent Study in Home Economics Education, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 105, ***Web Diagram***. Two additional examples of graphic organizers include Teaching Aid 67, ***Venn Diagram***, and Teaching Aid 84, ***T-Chart Template***.

# Creative Ideas

## CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills.

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topics that are most relevant to them. The writing experience also develops communication skills and provides TAKS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

# Creative Ideas

## LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership, and teamwork.

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide the class into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

## DEBATE

When to use: When there are two sides to an issue–pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills.

Clarification and suggestions related to classroom debates are provided in Teaching Aid 49, ***Guidelines for a Classroom Debate***.

# *Creative Ideas*

## *BRAINSTORMING*

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills.

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

## *GAMES*

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills.

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 56, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

# *Creative Ideas*

## *INTERNET ACTIVITIES*

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills.

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 106, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 107, ***Netiquette***. A video that focuses on Internet use and safety is *Online Safety*, available from The Curriculum Center for Family and Consumer Sciences.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to. Have students use Teaching Aid 108, ***Web Site Evaluation***, to record the information.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. Refer to the list of search engines for Internet Activities located in the Program Tools section of this Curriculum Guide. When students conduct Web searches, remind them to do the following:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any print-outs the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!
- Internet Scavenger Hunts are designed to help develop skills used in searching and resourcing the Internet using a planned project. An example of an Internet Scavenger Hunt is located in the Blended Activities section of this Curriculum Guide.
- A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of

analysis, synthesis, and evaluation. The WebQuest page at San Diego State University provides templates, instructions, and examples (*webquest.sdsu.edu/webquest.html*).

- The electronic portfolio is a vehicle for collecting and presenting evidence of growth and achievement over time. Students enrolled in Textile and Apparel Production, Management, and Services are encouraged to select examples of their work that exhibit the student's efforts, progress, and achievements. Teaching Aid 29, ***Differentiating the Levels of Electronic Portfolio Implementation***, provides examples of programs that may be used for electronic portfolio development.

  What to include:
  **Title Card** – Student name, year, teacher name. This card might include a picture or video of the student.
  **Table of Contents Card** – This card shows the viewer the contents of the portfolio. Buttons can be added to the card to link the viewer to the desired information.
  **Information Cards** – Ideas include the following:
  - resumé
  - personal philosophy regarding textile and apparel production, management, and services; this can be written or recorded
  - photo of student in professional dress
  - sample of handwriting (scanned)
  - evidence of positive interpersonal skills including teamwork and leadership presented through photos; film clips; letter of reference from program directors, instructors, and coaches
  - learning journals
  - computer projects (these can be linked directly)
  - class projects demonstrating various areas of learning within the textile and apparel production, management, and services profession

  **Letter to Viewer** – The student can write a letter to the viewers, thanking them for looking at the portfolio and pointing out the portfolio's highlights.
  **Viewer Response Card** – After looking at the portfolio, the teacher and other viewers can write comments to the student.

Resource: *Electronic Portfolios* by Tammy Worcester available at *www.essdack.org/port/index.html*

# Creative Ideas

## LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem solving; organizational.

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point - good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms, and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

***NOTES***

# RESOURCES

## Agencies and Organizations

American Apparel & Footwear Association
1601 N. Kent Street, Ste. 1200
Arlington, VA 22209
(800) 520-2262 Fax (703) 522-6741
*www.apparelandfootwear.org*

American Association of Textile Chemists and Colorists
P.O. Box 12215
Research Triangle Park, NC 27709
(919) 549-8141 Fax (919) 549-8933
*www.aatcc.org/*

American Fiber Manufacturers Association, Inc.
11530 Wilson Boulevard, Suite 690
Arlington, VA 22209
(703) 875-0432 Fax (703) 875-0907
*www.fibersource.com*

American Sewing Guild
9660 Hillcroft, Ste. 516
Houston, TX 77096
(713) 729-3000 Fax (713) 721-9230
*www.asg.org*

American Sheep Industry Association
6911 S. Yosemite, Suite 200
Centennial, CO 80112-1414
(303) 771-3500 Fax (303)771-8200
*www.sheepusa.org*

American Textile Machinery Association
111 Park Place
Falls Church, VA 22046-4513
(703) 538-1789 Fax (703) 241-5603
*www.atmanet.org/*

American Textile Manufacturers Institute
1130 Connecticut Avenue, NW, Suite 1200
Washington, DC 20036-3954
(202) 862-0500 Fax (202) 862-0570/0537
*www.atmi.org*

American Wool Council
c/o American Sheep Industry Association
6911 South Yosemite Street
Centennial, CO 80112-1414
(303) 771-3500 Fax (303) 771-8200
*www.americanwool.org or www.sheepusa.org*

Carpet & Rug Institute
P.O. Box 2048
Dalton, GA 30722-2048
(800) 882-8846
*www.carpet-rug.com*

The Color Association of the United States
315 West 39th Street, Studio 507
New York, NY 10018
(212) 947-7774 Fax (212) 594-6987
*www.colorassociation.com*

Cotton Incorporated
6399 Weston Parkway
Cary, NC 27513
(919) 678-2220 Fax (919) 678-2230
*www.cottoninc.com*

The Fashion Association
475 Park Avenue S., 9th Floor
New York, NY 10016
(212) 683-5665 Fax (212) 545–1709
*www.thefashion.org*

The Fashion Group International, Inc.
597 Fifth Avenue, 8th Floor
New York, NY 10017
(212) 593-1715 Fax (212) 593-1925
*www.fgi.org*

Fashion Institute of Design & Merchandising
919 S. Grand Avenue
Los Angeles, CA 90015-1421
(800) 624-1200
*www.FIDM.edu*

Federal Trade Commission
CRC-240
Washington, DC 20580
(202) 326-2222
*www.ftc.gov*

Fiber Economics Bureau, Inc.
1530 Wilson Blvd., Suite 609
Arlington, VA 22209
(703) 875-0676 Fax (703) 875-0675
*www.fibereconomics.com/*

The Hosiery Association
3623 Latrobe Dr., Suite 130
Charlotte, NC 28211
(704) 365-0913 Fax (704) 362-2056
*www.nahm.com*

International Fabricare Institute
12251 Tech Road
Silver Spring, MD 20904
(800) 638-2627 Fax (301) 236-9320
*www.ifi.org*

International Textiles and Apparel Association
*www.itaaonline.org*

Mohair Council of America
233 W. Twohig
P.O. Box 5337
San Angelo, TX 76902
(800) 583-3161 Fax (915) 655-4761
*www.mohairusa.com*

National Consumers League
1701 K Street NW, Suite 1201
Washington, DC 20006
(202) 835-3323 Fax (202) 835-0747
*www.natlconsumersleague.org*

National Cotton Council of America
1521 New Hampshire Avenue, NW
Washington DC 20036-1205
(202) 745-7805 Fax (202) 483-4040
*www.cotton.org*

Natural Fibers Information Center
The University of Texas–Austin
Bureau of Business Research
1 University Station B8500
Austin, TX 78712-0226
*www.utexas.edu/depts/bbr/natfiber*

Pendleton Woolen Mills
P.O. Box 3030
Portland, OR 97208
*www.pendleton-usa.ocm*

The Society of Dyers and Colourists
P.O. Box 244, Perkin House
82 Grattan Road, Bradford
BD1 2JB UK
+44(0)1274 725138 Fax +44 (0) 1274 392888
*www.sdc.org.uk*

Technical Association for the Pulp, Paper, and Converting Industry
P.O. Box 105113
Atlanta, GA 30348
(800) 332-8686
*www.tappi.org*

The Textile Institute
1st Floor, St James's Buildings
Oxford Street, Manchester, M1 6FQ, United Kingdom
+44(0)161 237 1188 Fax +44 (0) 161 236 1991
*www.texi.org*

Textile Society of America
P.O. Box 70
Earleville, MD 21919-0070
(410) 275-2329 Fax (410) 275-8936
*www.textilesociety.org*

## Books

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## Databases

Auburn University Textile Engineering
*www.eng.auburn.edu/department/tel*

Lesson Plans-Color
*www.wvonline.com/dchs/LPcolor.htm*

Textile Source
*www.textilesource.com/publications.mv*

## Teaching Kit

*Fabric Science Swatch Kit*. New York, NY: Fairchild Publications.

## Videotapes

American Textile Manufacturers Institute
- *America's Textiles-An Adventure Industry Video*

Fiber Economics Bureau, Inc.
- *Manufactured Fibers: A Technical Video*

The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
*www.hs.ttu.edu/ccfcs*

Videotapes available include:
- *Buyers, Markets And Marts*
- *Career Self-Assessment: Where Do You Fit?*

- *Careers: Apparel & Textile*
- *Careers: Fashion*
- *Careers: The Right Fit*
- *Clothing: An Intelligent Buyer's Guide*
- *Clothing Care for Looking Good*
- *Clothing Care: Laundry & Stain Removal*
- *Clothing Fibers*
- *Color in Everyday Life*
- *Cotton Production*
- *The Entrepreneur*
- *Eye for Design*
- *Fabric to 501s: Levi Strauss & Company*
- *Factors Influencing the Apparel Industry*
- *Fashion Careers*
- *Fashion Fads & Freedom*
- *FCCLA The Texas Way*
- *Fitting Yourself into the 21st Century Workforce*
- *Goal Setting: Planning for Your Future*
- *Having the Time of Your Life: Time Management for Students*
- *History of Apparel Design: 1930 to the 21st Century*
- *How Clothing Is Made*
- *Improving Your Self-Esteem*
- *Interior Lighting: Bringing Rooms to Life*
- *The Interview*
- *Job Search Strategies*
- *Laundry 101–Clothing Care for Looking Good*
- *Looking Great At Work–From Business Casual to Hygiene*
- *Microdynamics: A Learning Tour*
- *Mind Your Manners At Work*
- *The People Puzzle*
- *Resumés: Getting The Interview*
- *An RX For Your Clothes*
- *Selling Yourself On Paper*
- *Sell Yourself: Successful Job Interviewing*
- *The Textile Research Center Learning Tour*
- *Understanding Cultural Differences*
- *Understanding Fabrics*
- *The Way We Dress*
- *Why Shirts Have Buttons–The Origins of Clothing*

## Web Sites

American Marketing Association Code of Ethics
*www.marketingpower.com*

The American Producer's Network
*www.usawear.org*

American Textile Manufacturers Institute
*www.atmi.org*

Apparel Resources.com
*www.apparelresources.com*

Chalkboard.com
*www.chalkboard.com*

Cone Textile Group
*www.cone.com*

Cotton Incorporated
*www.cottoninc.com*

The Dry Cleaners: About Dry Cleaning
*drycleaners.website2go.com/p14.html*

Dupont
*www1.dupont.com/NASApp/dupontglobal/corp/index.jsp*

Fabric Link
*www.fabriclink.com*

Fabrics.net
*www.fabrics.net*

The Fashiondex, Inc.
*www.fashiondex.com/books.html*

Fiber Economics Bureau, Inc.
*www.fibersource.com*

Fiber Source
*www.fibersource.com*

Fiber World
*www.fiberworld.com*

Garment Industry Development Corporation
*www.gidc.org*

Go Texan
*www.GOTEXAN.org*

Greenpeace
*www.greenpeaceusa.org*

India Apparel Portal
*www.apparel.indiamart.com*

International Herald Tribune
*www.iht.com*

International Textile and Apparel Association
*www.itaaonline.org*

International Trade Administration
*www.ita.doc.gov/*

Interstate Labor Standards Association
*www.ilsa.net*

Jobs In Fashion.com
*www.jobsinfashion.com*

Kansas State University Research and Extension
*www.oznet.ksu.edu*

Laundry Today
*www.laundrytoday.com*

LizClaiborne, Inc.
*www.lizclaiborne.com*

Maytag
*www.maytag.com*

McGraw-Hill Ryerson
*www.mcgrawhill.ca/school/*

The Morning News
*www.themorningnews.org*

My Sister's Patterns
*www.mysisterspatterns.com*

National Institute for Occupational Safety and Health
*www.cdc.gov/niosh*

NebGuide, Cooperative Extension, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln
*www.ianr.unl.edu/pubs/textiles/heg76.htm*

The Office of Textiles and Apparel
*otexa.ita.doc.gov*

Ohio Cleaners Association
*www.ohiocleaners.org*

Orange Glo International
*www.greatcleaners.com*

OSHA
*www.osha.gov*

Procter and Gamble
*www.pg.com*

Sewing Secrets
*www.princesspublications.com/*

Sew News
*www.sewnews.com/library/sewnews/archives/aasleeves.htm*

Small Business Association
*www.sba.gov*

Soap and Detergent Association
*www.sdahq.org*

So You Wanna.com
*www.soyouwanna.com*

Speed Queen
*www.speedqueen.com*

Swiss Cleaners
*www.swisscleaners.com/serv_clean.htm*

Texas Workforce
*www.twc.state.tx.us*

Textile Human Resources Council
*www.thrc.crhit.org*

Textile Rental Service Association
*www.trsa.org*

The Tide Fabric Care Network
*www.tide.com*

Travel Goods Association
*travel-goods.org*

United States International Trade Commission
*www.usitc.gov*

University of Lincoln Nebraska, Institute of Agriculture and Natural Resources.
*Cooperative extension catalog of publications–Textiles, clothing & design*
*www.ianr.unl.edu/pubs/textiles/*

University of Missouri-Columbia Extension
*muextension.missouri.edu*

USA Today
*www.usatoday.com*

U.S. Department of Labor-Occupational Safety and Health Administration
*www.osha.gov*

U.S. Department of Labor, Youth rules
*www.youthrules.dol.gov/hours*

U.S. Environmental Protection Agency
*www.epa.gov*

Whirlpool
*www.whirlpool.com*

Worldwide Responsible Apparel Production
*www.wrapparel.org/infosite2/index.htm*

Youth Employment Information
*www.youth.gc.ca/looking/st2_e.shtml*

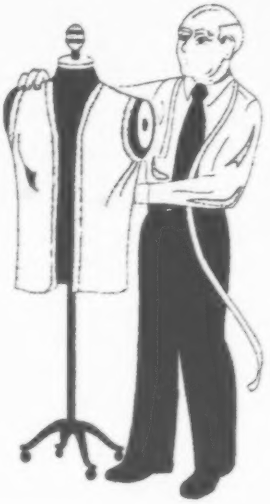
*Additional resources are listed on Teaching Aids 2a-b, ***Technology Resources***.

# Updates in Textile Technology

**Fabrics now provide so many things:**

- Speed Enhancement by Lycra spandex: A blend of fabric is pressed by rollers to make it smaller and lighter and then is heated for a flat, smooth surface, and coated with water repellent.

- Allergy Resistance: for bed linens and blankets. It fights dust mites, therefore reducing allergies.



- Odor Prevention: Anti-bacteria agents are combined with fibers to fight odors due to bacteria, fungi, and yeast. These are used for items from bed linens to medical wear and even for children's clothing.

- Aroma Enhancement: Clothes that help you smell good. Manufacturers are putting tiny vials of perfume in linings of clothes. A sensor in the fibers senses when you need odor enhancement and the scent is released into the collar and cuffs of clothing.

- Nonstick clothing: Manufacturers use Teflon to bond with the fibers to repel dirt and water. It also reduces static clean.

- Sun Protection: Manufacturers coat fibers in chemicals that expand or decrease due to the outside temperature. These are used in gloves, socks, and other outer gear.

- Variety: Colors and designs are now available in 16 million different hues and textures.

- Ecology:
    - Reusing old plastic bottles to make a polyfiber called EcoSpun.
    - Used again denim is what is in Reused Denim.
    - Love that old wool sweater? With recycled wool it could be worn again. Manufacturers spin new wool fibers with used wool fibers to make new wool fabrics.
    - Tires are good for the road and for shoes. Manufacturers use discarded tires, plastic bottles, coffee filters, foam cups, and used diapers to make parts of shoes.

**TA 2a**

# Technology Resources

The following are possible resources to be used for Internet searches and research.

## Career Information:

| | |
|---|---|
| *www.careerbuilder.com* | |
| *www.my-career-education.com* | |
| *www.jobprofiles.org* | |
| *princetonreview.com* | Take the career quiz |
| *jobstar.org* | Career guides |
| *www.occupationaloutlook-handbook.net/index.html* | Occupational Outlook Handbook, list careers, salaries, and information about careers. |
| *www.bcit.tec.nj.us/KidCareer* | Career discovery for kids |
| *www.myfuture.com* | Work interest quiz |
| *online.onetcenter.org* | Find occupations |
| *www.bls.gov* | Apparel Production and Management Occupations. Published by the Bureau of Labor Statistics, section titled Textile, Apparel, and Furnishings Occupations. |

## Fibers, Manufacturers, Industry Information:

| | |
|---|---|
| *www.atmi.org* | American Textile Manufacturers Institute |
| *www.sweatshopwatch.org* | Sweatshopwatch.org explains what a sweatshop is and gives statistics on wages. |
| *www.sffi.org/manufact1.htm* | San Francisco Fashion Industry |
| *www.osha.gov* | Department of Labor Occupational Safety and Health Administration |
| *www.wrapapparel.org* | American Apparel & Footwear Association for Worldwide Responsible Apparel Production |
| *www.sdahq.org* | The Soap and Detergent Association |
| *www.crstamu.org* | The Center for Retailing Studies |

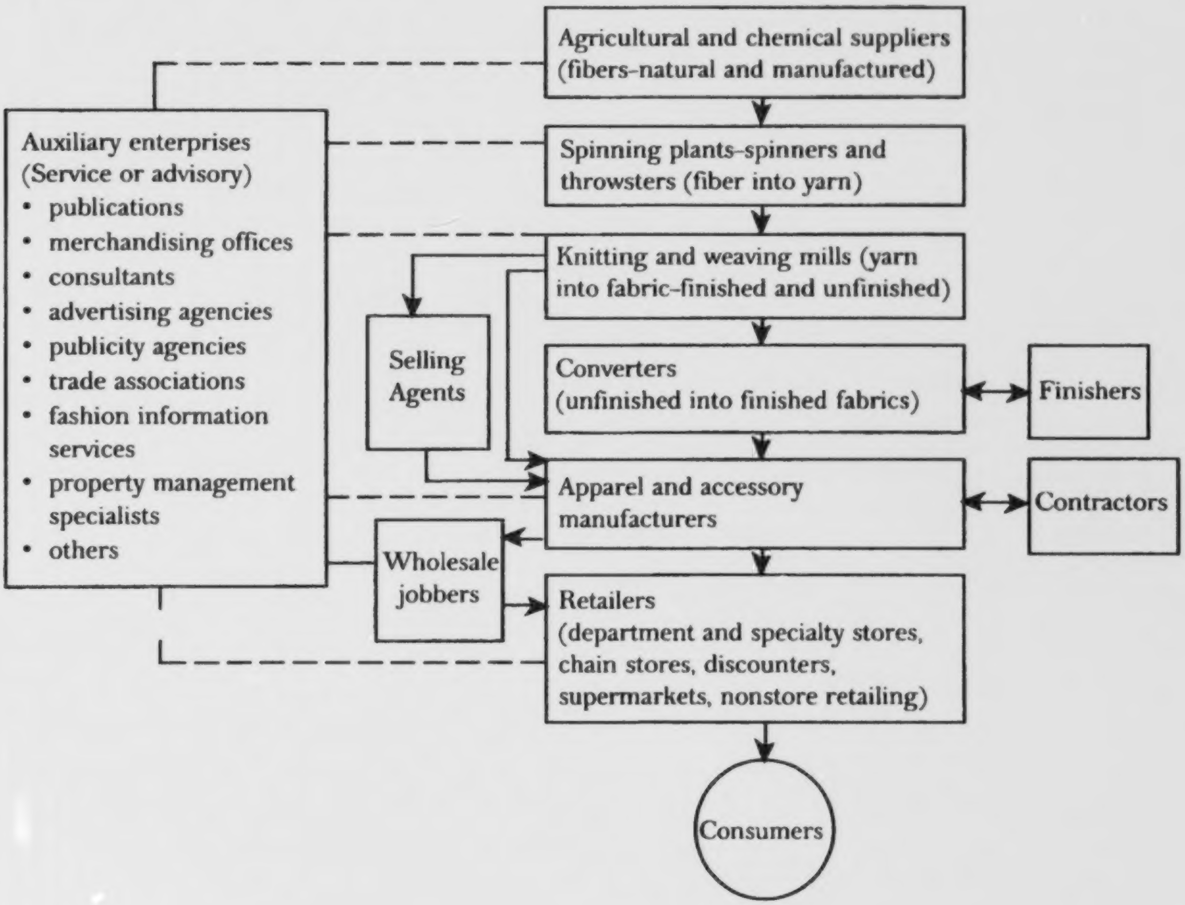
TA 2b

# Technology Resources, con'd.

## Fibers, Manufacturers, Industry Information, cont'd.

| | |
|---|---|
| *www.icsc.org* | The International Council of Shopping Centers |
| *www.nrf.com* | National Retail Federation |
| *www.bobbin.com* | Bobbin Magazine |
| *www.fabrics.com* | Site specifically for Textile Industry |
| *www.fashion-icon.com* | Fashion icon for fashion news |
| *www.ifi.org* | The International Fabricare Institute, the Association of Professional Dry Cleaners, and more. |
| *www.astm.org* | American Society for Testing and Materials |
| *www.texi.org* | The Textile Institute |
| *www.wto.org* | World Trade Organization |
| *www.bea.doc.gov* | Bureau of Economic Analysis |
| *www.census.gov* | The U.S. Census Bureau |
| *www.commerce.gov* | The U.S. Department of Commerce |
| *www.ftc.gov* | Federal Trade Commission |
| *otexa.ita.doc.gov* | Office of Textile and Apparel (OTEXA) |
| *www.nist.gov/* | National Institute of Standards and Technology |
| *www.americanapparel.org* | American Apparel & Footwear Association |
| *www.fibersource.com* | The Fiber Source |
| *www.fabriclink.com* | Consumer Education in Fibers, Fabrics and Clothing Care |

# Textiles: From Fiber to Consumer


Agricultural and chemical suppliers (fibers–natural and manufactured)
Spinning plants–spinners and throwsters (fiber into yarn)
Knitting and weaving mills (yarn into fabric–finished and unfinished)
Converters (unfinished into finished fabrics)
Finishers
Apparel and accessory manufacturers
Contractors
Retailers (department and specialty stores, chain stores, discounters, supermarkets, nonstore retailing)
Consumers
Selling Agents
Wholesale jobbers
Auxiliary enterprises (Service or advisory)
• publications
• merchandising offices
• consultants
• advertising agencies
• publicity agencies
• trade associations
• fashion information services
• property management specialists
• others

TA 4

# APPAREL PRODUCTION PROCESSES

Create Design

Cost/Revise Design

Produce Sample

Make Pattern

Grade Pattern to Sizes to Be Produced

Prepare Marker

Cut

Construct Garment
(Tailor System,
Piecework System, or
Modular Manufacturing)

Finish

# Quality Standards

◆ ***Quality*** is the degree of excellence of a product. ***Quality standards*** are criteria for rating textiles and other products according to defined levels of performance to ensure that products are fit for their purpose.

Textiles and textile products are tested with specialized equipment to measure them against established standards and to evaluate their characteristics and properties. Although adhering to quality standards adds cost to products, the added cost can actually save money in the long run.

According to the American Textile Manufacturers Institute, standards generate the following benefits:

- help to reduce cost and improve quality
- reduce trade barriers
- promote efficient markets
- create new markets

Several organizations within the textile and apparel industries, including the following, are involved in development of standards for textile products.

- ASTM — American Society for Testing and Materials
- ANSI — American National Standards Institute
- AATCC — American Association of Textile Chemists and Colorists
- ATMI — American Textile Manufacturers Institute

The International Organization for Standardization (ISO) is a worldwide federation of national standards entities that represent 145 countries. The ISO has developed "ISO 9000" standards to certify the quality of goods and services internationally. Registered companies are evaluated for design, development, production operations, service, and other business categories. Certification implies consistently high quality and usually helps companies have better business methods as well as increased sales in the global marketplace.

*For more information on ISO standards, go to *www.iso.ch/*.
The ATMI Web site at *www.atmi.org* also contains information on standards.

# Technology Scavenger Hunt

**Directions**: Search the Internet, reference books, or trade publications for the following acronyms and terms related to technology in the apparel industry. For each acronym or term, write a definition and explain how it might impact the apparel industry. Add any additional terms or acronyms you discover.

| Acronym/ Term | Definition | Potential Impact on the Apparel Industry |
|---|---|---|
| ASP | | |
| B2B | | |
| B2C | | |
| Brick-and-mortar<br>vs<br>"Click-and-mortar" | | |
| CAD | | |
| CAM | | |
| CIM | | |
| 3-D Scanning | | |
| DFM | | |
| EDI | | |
| ERP | | |
| QR | | |
| VR | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**TA 6b**

# Technology Scavenger Hunt (Answer Key)

**Note**: Although wording may vary depending on student information sources, the following definitions are provided as an answer guide for Teaching Aid 6a.

**ASP (Application Source Provider)** – As ISPs (Internet Service Providers) provide Internet access to users, ASPs install, manage, and maintain software for customers

**B2B (Business to Business)** – Business-to-business exchanges link businesses through e-commerce, thus streamlining the work processes in developing apparel products

**B2C (Business to Customer)** – Business-to-customer exchanges link consumers to the electronic retail world

**Brick-and-mortar vs. "Click-and-mortar"** – Brick-and-mortar refers to traditional retailing through store on-site locations; "click-and-mortar" refers to retailing through a combination of on line retail channels as well as a physical retail store

**CAD (Computer-aided Design)** – Use of computer systems to automate many aspects of textile and apparel design

**CAM (Computer-aided Manufacturing)** – Automated, electronically controlled production processes

**CIM (Computer Integrated Manufacturing)** – Linking CAD and CAM systems involving both computerized design and automated manufacturing

**3-D Scanning** – Process for performing three-dimensional body scanning to collect individual sizing information electronically

**DFM (Demand Flow Manufacturing)** – The process of quickly producing individual garments on demand from customers; order information captured remotely by computers is used to manufacture customized garments one at a time

**EDI (Electronic Data Interchange)** – Electronic exchange of information and transactions between businesses through a standard format

**ERP (Enterprise Resource Planning)** – Computerized system for integrating applications and business processes across all functional areas of the enterprise

**QR (Quick Response)** – System for linking industry partners electronically to run order processing, warehouse, and shipping activities; goals are to reduce purchase order lead times and finished goods inventory

**VR (Virtual Reality)** – Simulation of a real or imagined environment that can be experienced visually in three dimensions

# *Textile and Apparel Career Overview*

**Apparel Manufacturing**
- Assorter or assembler
- Dressmaker
- Finisher
- Inspector/trimmer
- Pattern maker, grader, and marker
- Sewing construction technician
- Spreader
- Tailor
- Tailor/Dressmaker's assistant

**Apparel Production Management**
- Costing engineer
- Piece goods buyer
- Plant manager
- Product manager

**Education Careers**
- Adult education specialist
- Classroom teacher
- Extension agent

**Entrepreneurial Opportunities**
- Consultant
- Costume curator
- Cottage industry
- Freelance professional
- Home-based business owner
- Independent sales representative
- Mail order
- Retail shop or boutique owner
- Tailor/Dressmaker
- Textile/apparel preservationist
- Theatrical costuming specialist

**Fabric Director**

**Fabric Librarian**

**Fabric Stylist**

**Fashion Advertising**
- Account director
- Advertising manager
- Art director
- Graphic designer
- Layout artist
- Media buyer
- Paste-up/mechanical artist

**Fashion Design**
- Assistant designer
- Cutter
- Designer
- Design stylist
- Embroidery designer
- Sample maker
- Sketcher

**Fashion Photography**
- Assistant photographer
- Photo stylist

**Fashion Promotion**
- Model
  - Fit model
  - Photographic model
  - Runway model

**Fashion Writing**
- Audiovisual specialist
- Copywriter
- Editor
- Fashion illustrator
- Fashion journalist
- Fashion reporter

**Public Relations Specialist**

**Textile and Apparel Sales Distribution**
- Buyer
- Distribution manager
- Fashion coordinator
- Marketing researcher
- Sales manager
- Showroom or department manager
- Showroom sales associate
- Stock clerk
- Traveling sales representative

**Textile Design**
- Fabric structural designer
- Fabric surface designer
  - Colorist
  - Roller engraver
  - Screen printer
  - Strike-off artist
  - Weaver

**Textile Production**
- Industrial engineer
- Plant engineer
- Production supervisor

**Textile Research and Development**
- Textile chemist
- Textile laboratory technician
- Textile research scientist

**Visual Merchandising**
- Display designer
- Display manager

TA 8

# UNITED STATES TEXTILE INDUSTRY

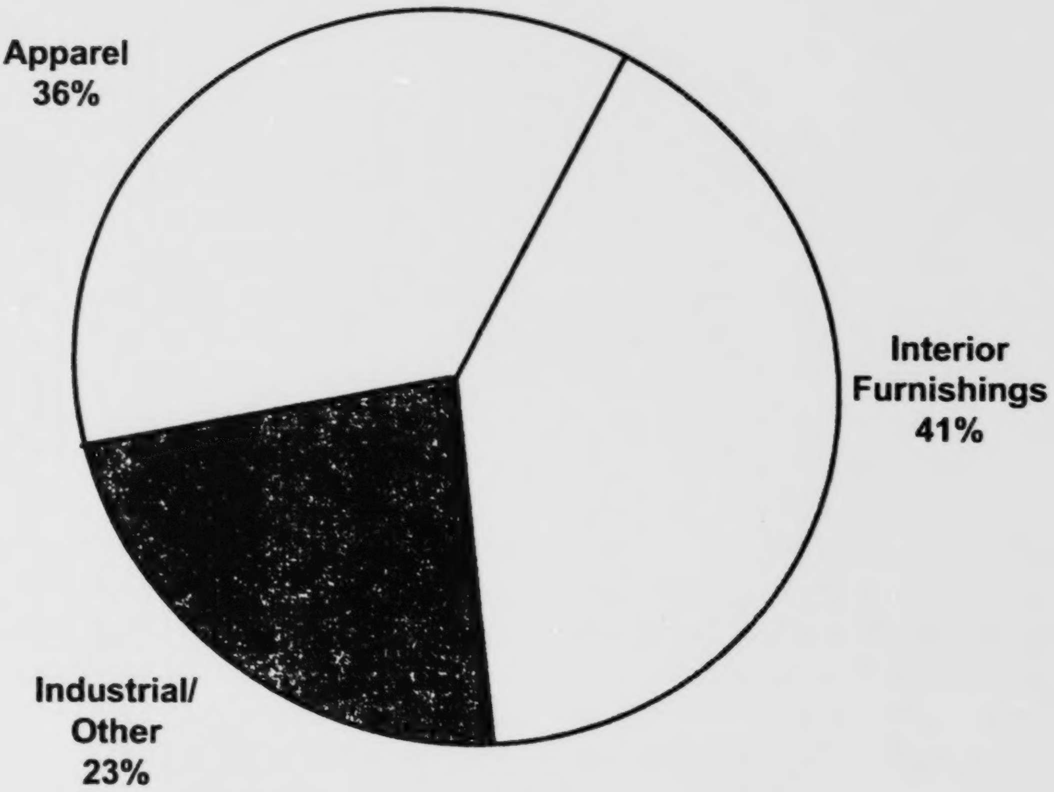
Nearly 30,000 Businesses

1.3 Million Employees

Annual Sales — Approximately $60 Billion

End Uses — Apparel, Interior Furnishings, Industrial/Other

# *Textile End Uses**



*1998, % by pounds
Source: Fiber Organon

TA 10a

# Brochure Assessment

**Part A:** Circle the number that indicates how effectively the brochure meets the stated criteria.

| | 3 | 2 | 1 |
|---|---|---|---|
| **Quality of Research** | Accurate analysis of the research<br>Reliable sources<br>Three or more references used | Fair degree of accuracy<br>Some reliability of resources<br>Two references used | Basic information with inaccuracies<br>Questionable reliability<br>One reference used |
| | 3 | 2 | 1 |
| **Application of Knowledge** | Demonstrates in-depth understanding of the topic<br>Accurately uses information in the brochure | Demonstrates general understanding of the topic<br>Uses research information with a fair degree of accuracy in the brochure | Lacks understanding of the topic<br>Uses only the basic parts of the information; several misconceptions |
| | 3 | 2 | 1 |
| **Written Presentation** | Well organized content<br>Attractive, well-designed format<br>Message is clear and easy to understand<br>Typed or computer-formatted<br>Strong eye appeal | Generally well-organized content<br>Adequate design for format<br>Message is sufficiently understood<br>Typed or computer-formatted<br>Adequate appeal | Unorganized content; hard to follow<br>Unattractive format<br>Message is difficult to understand<br>Handwritten or type lacks neatness |
| | 3 | 2 | 1 |
| **Creativity** | Imaginative; originality demonstrated<br>Graphics that make the work "come alive" | Adequate creativity<br>Some use of graphics that add to the presentation | Lacks originality<br>Few or no graphics used, or graphics do not relate to text |

***Brochure Assessment, Cont'd.***

**Part B**: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

**TA 11a**

# Educational Programs

College search sites: *www.colleges-gegrees-searches-online.org*

*www.a2zcolleges.com*

*college-info.org*

Textile and apparel related education is offered at trade schools, community colleges, two year and four year colleges, and universities. The following list consists of a small portion of the educational opportunities in textile and apparel.

American InterContinental University
*www.aiuniv.edu*

Auburn University
*www.eng.auburn.edu*
*www.humsci.auburn.edu*

Barbizon School of Modeling
*Modelingschools.com*

Buffalo State College
*www.buffalostate.edu*

California Design College
*www.cdc.edu/*

Central Michigan University
*www.ehhs.cmich.edu*

Clemson University
*www.eng.clemson.edu*

Cornell University
*www.human.cornell.edu*

Eastern Michigan University
*www.emich.edu*

Fashion Careers of California College
*www.fashioncollege.com/*

The Fashion Institute of Design and Merchandising
*www.fidm.com*

Fashion Institute of Technology
*www.fitnyc.suny.edu/*

GA Tech School of Textile and Fiber Engineering
*www.tfe.gatech.edu*

Georgia Institute of Technology
*www.tfe.gatech.edu*

Illinois Institute of Art
*www.ilia.aii.edu*

Illinois State University
*www.cast.ilstu.edu*

Indiana University
*www.indiana.edu*

Institute of Textile Technology
*www.itt.edu*

International Academy of Design and Technology
*www.iamd.edu/*

Iowa State University
*www.fcs.iastate.edu*

Kent State University
*dept.kent.edu*

Laboratory Institute of Merchandising
*www.limcollege.edu*

TA 11b

## Educational Programs, cont'd.

Louisiana State University
*sun.huec.lsu.edu/*

Moore College of Art & Design
*www.moore.edu*

Mount Mary College
*www.mtmary.edu/*

North Carolina Center for Applied Textile Technology
*www.nccatt.org*

North Carolina State University
*www.tx.ncsu.edu/*

Oklahoma State University
*www.osu.okstate.edu*

Oregon State University
*www.hhs.oregonstate.edu/*

Otis College of Art & Design
*www.otis.edu*

Parsons School of Design
*www.parsons.edu/*

Pasadena City College
*www.paccd.cc.ca.us*

Philadelphia University
*www.philau.edu*

San Joaquin Delta College
*www.sjdccd.cc.ca.us*

Syracuse University
*www.syr.,edu*

Texas Tech University
*www.hs.ttu.edu/*

Texas Woman's University
*www.twu.edu/*

University of Idaho
*www.uidaho.edu/*

University of Louisiana at Lafayette
*www.louisianna.edu*

University of Missouri
*www.system.missouri.edu*

University of Nebraska
*www.unomaha.edu*

University of Rhode Island
*www.uri.edu*

University of Wisconsin-Stout
*www.uwstout.edu*

Virginia Commonwealth University
*www.vcu.edu*

Virginia Polytechnic Institute & State University
*www.vt.edu*

West Valley College
*www.wvccd.cc.ca.us*

# Internet Search

| Name of Web Site | URL | Occupation | Education |
|---|---|---|---|
|  |  |  |  |

# Activity Assessment

**Activity:**

| Criteria | 3 | 2 | 1 |
|---|---|---|---|
| **Depth and breadth of research** | offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references | relates major facts to the basic topic with fair degree of accuracy; uses two references | provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference |
| **Application of knowledge** | demonstrates in-depth understanding of the topic; accurately employs all parts of the information | demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy | lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic |
| **Written/Oral communication** | presents a well organized presentation; message is easily understood | presents a somewhat organized presentation; message is vague | presentation is unorganized; message tends to wander or ramble and hard to understand |
| **Creativity** | imaginative, self-initiated finding and use of resources; extensive originality in presentation | considers provided materials; demonstrates adequate originality in presentation | lacks initiative when finding and using resources; lacks originality in presentation |

**Self-Reflection:** On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4

TA 14

# *Job Shadow Experience*

1. *What is your job title and what responsibilities are required of you?*

2. *Describe a typical day at your job.*

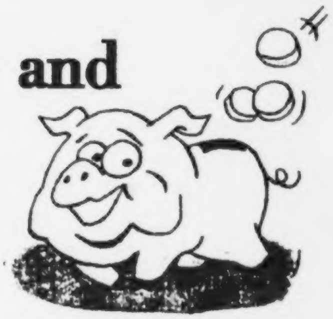
3. *What educational requirements were needed for this job? Is more job training required after meeting the educational requirements?*

4. *Why did you select this type of work?*

5. *Describe the technology skills required or helpful for this position.*

6. *What is the best part of your day at work?*

# Benefiting Your Employer and Company Financially



Key Questions:
How does a reliable employee save a company money?

How do employees who work well together make money for a company?

How can good communication skills save a company money?

What role does a positive attitude from employees play in the financial health of a company?

How could willingness to learn benefit an employer financially?

How can flexibility help an employer financially?

How does taking initiative in your work save an employer money? Or make an employer money?

How could your willingness to be a leader affect your company's finances?

How does ethical behavior help companies save or make money?

Why would employees who advance within the company save it money?

Why does an employee leaving a company affect the company's finances?

How does your personal health and life affect the finances of your company?

# Resource Management

Directions: Read the case study and answer the questions that follow. Use complete sentences and note the resources you used.

**CASE STUDY** Shay has been interviewing for jobs in the Textile and Apparel Industry. He has been to five unsuccessful interviews. He has noticed than in every interview he has been asked about resource management. He did not know anything about it, so he would always answer that he did not worry about resource management. He has decided that the topic of *resource management* is one of his problems in getting a job.

**ACTIVITY** Help Shay by teaching him about resource management. Help him identify his resources. Help him find ways to manage his resources. Relate his personal resource management to resource management needed in employment. Explain to Shay why businesses are so concerned about resource management.

# Time Management Strategies

- Plan your time wisely; plan the next day at the end of each day.
- Determine your priorities.
- Set realistic goals.
- Request feedback.
- Remember that you have choices in whatever you choose to do.
- Allow yourself plenty of time to accomplish your tasks.
- Break large projects into smaller, more manageable projects.
- Delegate as much as possible.
- Reward yourself for your accomplishments.
- Set up a good filing/ management system.
- Do something about procrastination.
- Make time for yourself to do something pleasurable.

TA 18

# Daily Time Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|
| 7:00 | 7:00 | 7:00 | 7:00 | 7:00 | 7:00 | 7:00 |
| 7:30 | 7:30 | 7:30 | 7:30 | 7:30 | 7:30 | 7:30 |
| 8:00 | 8:00 | 8:00 | 8:00 | 8:00 | 8:00 | 8:00 |
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# Where Do You Look for Jobs?

## 1. School Personnel

⇒ counselors
⇒ teachers
⇒ high school or college job placement office

## 2. Network of Family and Friends

⇒ a list of family and friends who can help you with job leads in the field where you have interest
⇒ entrepreneurs you know

## 3. Employment Agencies

⇒ people seeking jobs meet with counselors at the employment agency; the counselor contacts various employers
⇒ private employment agencies—operated by people trying to make a profit
⇒ public employment offices—operated by federal or state government with free services (e.g., Texas Workforce Commission)

## 4. Newspaper

⇒ "help wanted" ads with information on salary and job responsibilities
⇒ profile of local business community—growing businesses, employment trends, and announcements of promotions

## 5. Government Offices

⇒ city, county, regional, state, or federal levels

## 6. Job Postings by Employers, Professional Organizations, or Trade Publications

⇒ go to Web sites for big business and professional organizations
⇒ trade publications may list positions available for employment in specific career concentrations

# Letter of Inquiry

A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry.

Give the **title of the job** for which you are applying. If you learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.

Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.

If you have no work experience, mention **volunteer experience, special interests, or anything about you that would convince the employer** that you are qualified for the job.

**Offer to provide references** or additional information upon request.

End the letter by **asking for an interview** and letting the employer know **how to contact you.**

✍ **An important note:**
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

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# Guidelines for Writing Resumés

The following guidelines should be observed when writing a resumé:

- Type the resumé. Use one-inch margins and double space between paragraphs. A resumé should be one standard (8 1/2" x 11") page in length and in a standard resumé format. It is not acceptable to present a resumé in handwritten form.
- Check the resumé for spelling and grammatical errors.
- Use action verbs to describe job duties. Examples of action verbs include the following: *design, compose, develop, maintain, schedule, supervise, plan, prepare,* and *monitor.*
- Include information relevant to the position being sought.
- List the most recent accomplishments first in the work experience and education sections of the resumé.
- Use a positive style of writing. Emphasize accomplishments rather than failures.

## Sample Resumé

**Chris Fowler**
2525 37th Street
Dallas, Texas, 78880
(531) 279-XXXX
cfowler@email.com

| | | |
|---|---|---|
| **Employment Objective** | Stock Clerk; available afternoons, weekends, and during school breaks | |
| **Education** | 20xx-present | North High School; Dallas, Texas |
| | Honors: | Honor student, "A" average<br>North High School Student of the Month |
| **Work Experience** | 20xx | Volunteered on weekends<br>Lighthouse for the Blind<br>Dallas, Texas |
| | Summer 20xx | Provided customer service (Cashier)<br>Fast Cleaners<br>Dallas, Texas |
| **Activities** | Yearbook Editor<br>Basketball<br>Youth Fellowship | Student Council<br>FCCLA |
| **References** | Available upon request. | |

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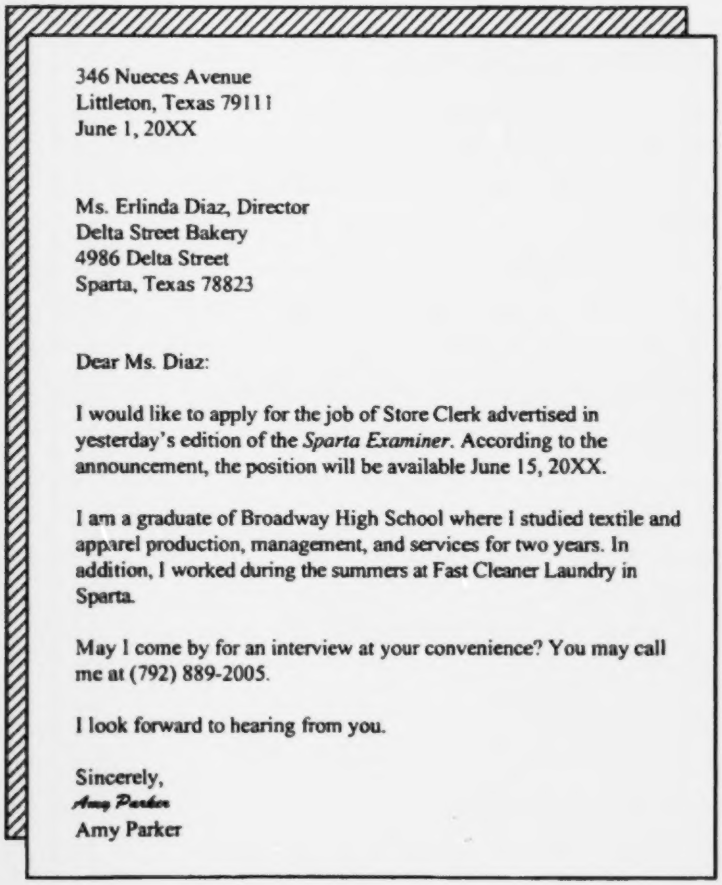
# Guidelines for Writing Letters of Application

A ***letter of application*** is sent on the following occasions:

- When answering a newspaper want ad
- As a cover letter when mailing a resumé to a prospective employer
- When contacting an employer who lives in another city

Guidelines for writing letters of application are as follows:

- Type the letters of application on good quality, letter-sized (8 1/2" x 11") white or off-white paper. The letter should be neat in appearance, and there should be no typing or grammatical errors.
- Use the correct name and title of the person to whom you are writing.
- Indicate the position for which you are applying.
- If applicable, mention the name of a person who has referred you to the employer.
- Explain why you would be of value to the employer.
- In closing, request an interview.
- Keep the letter short and concise. An application letter should be one page long.
- Include your name, address, e-mail address, and phone number so the employer knows where to contact you.



346 Nueces Avenue
Littleton, Texas 79111
June 1, 20XX

Ms. Erlinda Diaz, Director
Delta Street Bakery
4986 Delta Street
Sparta, Texas 78823

Dear Ms. Diaz:

I would like to apply for the job of Store Clerk advertised in yesterday's edition of the *Sparta Examiner*. According to the announcement, the position will be available June 15, 20XX.

I am a graduate of Broadway High School where I studied textile and apparel production, management, and services for two years. In addition, I worked during the summers at Fast Cleaner Laundry in Sparta.

May I come by for an interview at your convenience? You may call me at (792) 889-2005.

I look forward to hearing from you.

Sincerely,
Amy Parker
Amy Parker

# *Guidelines for Completing Job Applications*

**In order to be prepared to provide a factual account of information involving past work experiences, education, personal characteristics, and skills, an individual should prepare a list of these facts to refer to when completing the job application. The list should include the following information:**

- Social security number
- References (names, job titles, addresses, and telephone numbers)
- Former employers (names, job titles, addresses, telephone numbers, and dates of employment)
- Record of education (courses taken and grades received or a transcript)
- Community or school activities, honors, skills, hobbies, and interests

**A *job application* must be completed neatly and precisely. The following suggestions can help an individual effectively complete a job application. Read the entire application to make sure all questions are understood.**

- Follow the instructions carefully.
- Print or write neatly and clearly.
- Use an ink pen, preferably black.
- Answer each question. Do not leave questions blank. If a question does not apply to you, write NA (not applicable) in the space, or draw a line through the space.
- Spell correctly. Use your list of facts to check the spelling of names of past employers and references.
- Answer all questions honestly.
- Include area codes and zip codes in all telephone numbers and addresses that are requested.
- Use the word *open* or *negotiable* to answer questions regarding expected salary.
- List all part-time and full-time jobs you have had. Always avoid negative comments when reasons for leaving are requested.
- Emphasize special courses, experiences, on-the-job training, or hobbies that have provided skills necessary for the position.
- Include any special licenses held or certificates received.

**TA 24**

# Sample Job Application

*Complete this job application form as completely, neatly, and accurately as possible.*

## General Information

Date:________ Last Name:____________________ First Name:____________________ MI:____
Home Phone:______________ Street Address:______________________________
City:______________ State:________ Zip:________ e-mail address:______________

## Employment History

From:______ To:______
Employer:____________________
Address:____________________
Supervisor's Name:____________________
Duties Performed:____________________
____________________
____________________
Reason for Leaving:____________________

From:______ To:______
Employer:____________________
Address:____________________
Supervisor's Name:____________________
Duties Performed:____________________
____________________
____________________
Reason for Leaving:____________________

## Education

Name of School:____________________
Address:____________________
Date of Graduation:____________________
Degree Received:____________________

Name of School:____________________
Address:____________________
Date of Graduation:____________________
Degree Received:____________________

## Other Information

List any awards, special talents, or interests you have:
________________________________________
________________________________________

List the names, addresses, and phone numbers of three references (not related to you):
1. ________________________________________
2. ________________________________________
3. ________________________________________

Date available for employment: ____________________

List skills and training in which you have experience:
________________________________________
________________________________________
________________________________________
________________________________________

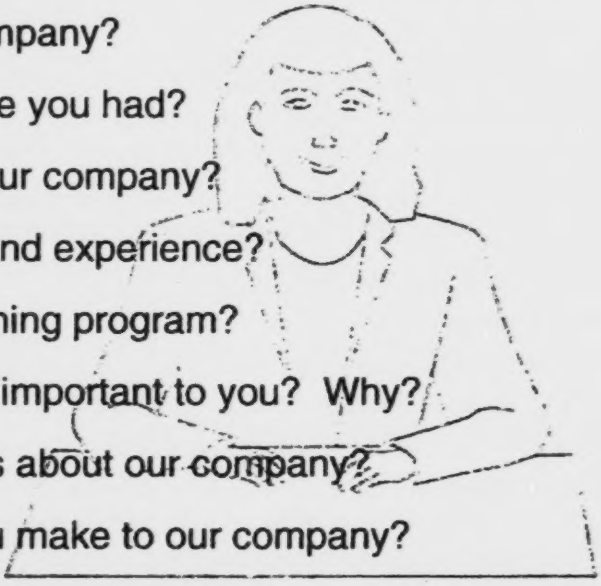
*I acknowledge that the above information is true to the best of my knowledge.*

Signature ____________________ Date ____________________

# *Interview Questions*

Prepare yourself for the job interviews by writing the answers to the following questions on your own paper.

- What type of work do you want to do? Why?
- What qualifications do you have for this type of work?
- Why did you choose this particular field of work?
- Why did you select our company?
- What work experience have you had?
- What do you know about our company?
- What is your background and experience?
- Are you interested in a training program?
- Is the size of our company important to you? Why?
- Do you have any questions about our company?
- What contributions can you make to our company?



- What are your strengths and weaknesses?
- What strengths can you bring to a job at our company?
- What subjects have you liked the most and the least in school?
- What are your hobbies and interests?
- What type of leadership experience do you have?
- Do you have any plans for further self-improvement?
- What was your major achievement in high school?
- What starting salary or wage do you expect?

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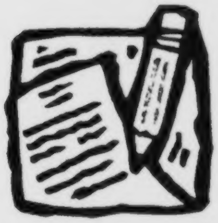


# Sample Follow-up Letter

2456 Creekmore Lane
Topper, Texas 70047
July 15, 20XX

Ms. Consuela Gomez
Jan's Clothing
7833 Hooper Street
Topper, Texas 70047

Dear Ms. Gomez:

Thank you for the time you spent interviewing me for the stock clerk position at Jan's Clothing. After discussing this job with you, I am very interested in the position. I believe my family and consumer sciences classes and my experience at Fast Cleaners and Laundry have prepared me well for this type of job.

If you need any additional information, please contact me at the above address, at (806) 045-4859, or lturner@email.com.

Sincerely,

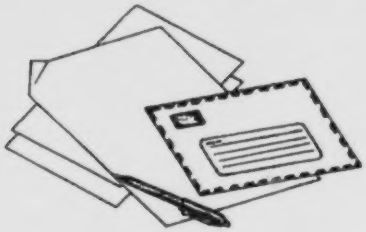
*Luke Turner*

Luke Turner

# Guidelines for Terminating Employment

There are many reasons to terminate or leave a job. The decision to terminate a job should be made carefully. When an individual decides to leave a job, he or she should try to leave on good terms. Guidelines for a positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) should be given if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated.
- It is customary to give at least a two-week notice or a four-week notice if the employee is paid once a month.



## Tips for writing a letter of resignation:

Tell when you want to quit the job.
Thank the employer for her or his help.
Tell why you are quitting if appropriate (*optional*).
Tell where you will be working in the future (*optional*).
Type a neat, concise letter following a business format.

# Suggested Obligations in Terminating Employment

## For the Employee:

- Leave on good terms.
- Job search away from work.
- Continue to work efficiently and well on the present position while searching for new employment.
- Be an honest, dependable, and trustworthy employee.
- Give ample notice to the employer before taking a new position.
- If appropriate, offer to train the replacement.

## For the Employer:

- Clearly state work expectations, career-related duties, hours, and benefits to employees.
- Explain the obligations of employees in terminating employment.
- If appropriate, explain that the employee is expected to help find and/or train a replacement when terminating employment.
- Create a safe work environment for employees.
- Build a good relationship with employees.

# Differentiating the Levels of Electronic Portfolio Implementation*

| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| All documents are in paper format. Some portfolio data may be stored on videotape. | All documents are in digital file formats, using word processing or other commonly-used software, and stored in electronic folders on a hard drive, floppy diskette, or LAN server. | Portfolio data is entered into a structured format, such as a database or HyperStudio template or slide show (PowerPoint or AppleWorks) and stored on a hard drive, Zip, floppy diskette, or LAN server. | Documents are translated into Portable Format with "hyperlinks" between standards, artifacts, and reflections using Adobe Acrobat Exchange and stored on a hard drive, Zip, Jaz, CD-R/W, or LAN server. | Documents are translated into HTML, complete with "hyperlinks" between standards, artifacts, and reflections, using a web authoring program and posted to a WWW server. | Portfolio is organized with a multimedia authoring program. Incorporating digital sound and video is converted to digital format and pressed to a CD-R/W or posted to WWW in streaming format. |

***Scale rating**: 0=little or no technology to 5=sophisticated multimedia programs

Adapted From: http://transition.alaska.edu/www/portfolios/toolsarticle.html#BM4

TA 30

# Digital Portfolios

Digital portfolios can be an important part of a student's future college and career experiences. The following is a list of ideas to use to develop digital portfolios.

## General Design Principles

- Simplicity
- Clarity
- Balance of information
- Harmony and unity of graphics and animations
- Use of contrast for interest
- Selective emphasis point
- Efficiency in compiling information
- Proper edition
- Proper organization (chunking of information)
- Appropriate use of white space (no clutter)

## Page Layout and Design

- Eye movement–should move from top to bottom, left to right
- Field–upper left hand corner–across top–title–(draws attention to pages)
- Focus–center of page–includes meat of message
- Fringe–bottom right hand side of page–graphic (perhaps a way to brand)
- Pointers–point attention somewhere

## Table of Contents for Student Portfolios

- Honors/Awards
- Activities/Volunteer experience
- Work experience
- Leadership opportunities
- GPA/Test scores
- Projects/Work
- Goal and future planning/Major
- Background/Family
- Skills/Certifications
- AP Classes
- Tech Prep/Dual credit
- Interests/Hobbies
- Resumé

# *Sell Yourself:*

## *Tips for Successful Interviews*

**Dress better than expected for the job–Men:** Wear slacks and a nice dress shirt. **Women:** Wear a dress with hose. {Do not wear shorts or tank tops.}

**Breathe deeply and relax**–Be yourself!

**Be on time**–If you have to be late, call. If possible, reschedule and give a full explanation.

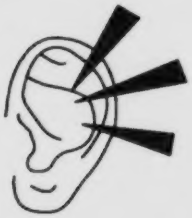
**Introduce yourself**–Do not wait for the interviewer to begin. Step forward, hold out your hand, and introduce yourself. This shows high self-esteem and assertiveness.

**Shake hands**–Use a firm handshake. Do not be wimpy or try to break the person's knuckles.

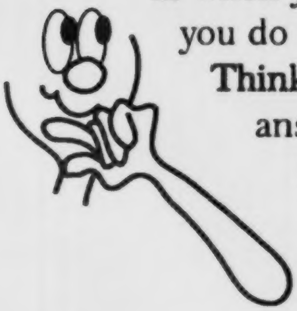
**Smile**–Look like you are excited and ready to begin work.

**Be professional**–Do not be overly familiar with the interviewer.

**Listen carefully**–The interviewer may ask you a question you are not prepared for, or something you do not fully understand. Without listening you could end up answering wrong. The interviewer may even tell you something about their expectations or about the job. You will need to focus on this for the interview and for success in the job.



**Look the interviewer in the eyes**–When this person is speaking as well as when you are speaking. If you do not, you may appear as if you do not care or as if you are not telling the truth.



**Think before you answer**–Give full explanations to your answers and examples when possible. Be sure you are honest so that your credibility is not affected later.

**Speak with confidence in your abilities**–However, do not try to take over the interview as it may come across as too aggressive.

**Speak positively**–It is a good idea to be positive when it comes to past employers and other people. It is a small world and you never know who knows who.

**Watch your language and grammar**–Do not use slang, and wait your turn to speak.

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# Before, During, and After Interviews

| | Yes | No |
|---|---|---|
| **Before the Interview** | | |
| **❖ Do your homework about the company and the position** | | |
| 1. Check the company Web site (print out this information) | | |
| 2. Review current newspapers and periodicals for recent articles about the company (clip out or provide copies of this information) | | |
| 3. Obtain the company's annual report and review its financials and recent initiatives (provide copies of this information) | | |
| 4. Make a list of questions you want to ask during the interview, such as: *What will be my day to day responsibilities? What does it take to succeed at this organization? How would you describe the work environment?* (have these to turn in) | | |
| **❖ Do homework about yourself** | | |
| 5. Practice answers to basic questions the interviewer could ask you, such as: *What are your strengths and weaknesses? Why should we hire you–what are your qualifications? What are you looking for in a job?* (turn in an essay) | | |
| 6. Review your resumé and make sure you are prepared to discuss each item on it (turn in the resumé) | | |
| 7. Make a list of the skills/strengths that you believe are essential to highlight during the interview; practice explaining these skills to sound confident but not arrogant (turn in an essay) | | |
| **During the Interview** | | |
| **❖ Sell yourself through both actions and words** | | |
| 8. Be alert and responsive–listen and observe as well as talk | | |
| 9. Present yourself in a friendly but professional manner | | |
| 10. Highlight your relevant skills | | |
| 11. Ask thoughtful questions; show your interest in the company and the position | | |
| **❖ Evaluate the company** | | |
| 12. Look for unspoken clues about the work environment and the people | | |
| 13. Remember that you are interviewing the company as much as they are interviewing you–if you accept a job, you will spend a significant portion of your time there | | |
| **❖ End on a positive note** | | |
| 14. At the close of the interview, express your interest and inquire about next steps. *What is their decision-making process? When should you call and follow up?* | | |
| 15. Don't bring up salary–if you get a job offer, you will find out soon enough | | |
| **After the Interview** | | |
| **❖ Take good notes** | | |
| 16. Try and recall the name of each person you met | | |
| 17. Document your impression of the organization and the job (turn in an essay) | | |
| **❖ Follow up** | | |
| 18. Write thank you notes to each person you met (turn these in) | | |
| **❖ Learn from your experience** | | |
| 19. Outline what you think went well and what could have gone better (turn in an essay) | | |
| 20. Keep it in perspective–no single interview is going to make or break your career | | |

Available from www.jobsinfashion.com/careercenter

# Personal Qualities
# Case Study

*Richard plans to have a career in the field of clothing production and management. He understands that working on a part-time basis in clothing production while in high school may provide valuable experience for the future. Richard found a job and began work. The first day of work, he was late. Richard attended a first-day orientation session during which the supervisor emphasized procedures for sewing machine operation and outlined specific duties of Richard's job. Richard was assigned a sewing machine and was given a quota of 100 pockets to sew on shirt fronts. Richard became impatient with the task and continually interrupted the worker seated in front of him by asking her questions.*

*Using complete sentences, respond to the following items on a separate sheet of paper:*

1. *Which of Richard's personal qualities match the qualities needed by a person employed in the field of clothing production and management?*

2. *Do you think that sewing pockets on shirt fronts is a routine task for Richard's job? Why?*

3. *What personal weaknesses should Richard try to strengthen?*

4. *Rewrite the case describing Richard as having personal qualities that exhibit productive work habits and attitudes.*

5. *Is Richard demonstrating good physical and mental health for job success? Why?*

6. *Is Richard's behavior demonstrating appropriate business etiquette? Why?*

# Career Search

⇒ Where would I have to live to have the best opportunities in this career?

⇒ What education or training would I need for this career?

⇒ What are the salary ranges for this career?

⇒ What additional knowledge/training/skills would help me advance in my career?

⇒ If college is a prerequisite to my career, what colleges or universities offer the best programs?

⇒ What are some ways I could finance my college education?

⇒ What can I do now to begin to prepare for this career?

TA 35a

# *Self-Evaluation Checklist for Textile and Apparel Industry Employees*

Categorized below are personal skills needed by textile and apparel employees. This will be useful for self-evaluation only. Answer the questions honestly. Compare the checklist, then use it as a basis for self-improvement.

**Directions:** Read each question carefully. Place a check (✓) in the box which describes your behavior as a textile and apparel employee.

**CHARACTERISTICS**

| | | **Most of the time** | **Sometimes** | **Seldom** |
|---|---|---|---|---|
| **Appearance:** | | | | |
| 1. | Do you start the day with a smile? | ☐ | ☐ | ☐ |
| 2. | Do you check your appearance before leaving for work? | ☐ | ☐ | ☐ |
| 3. | Do you keep your clothing in good repair—no rips, missing buttons, or sagging hems? | ☐ | ☐ | ☐ |
| 4. | Does your clothing fit properly without being too tight or too loose? | ☐ | ☐ | ☐ |
| 5. | Is your hair clean and neatly arranged? | ☐ | ☐ | ☐ |
| 6. | Females, is your makeup used in moderation on a clean face, rather than over your old makeup? | ☐ | ☐ | ☐ |
| 7. | Males, are you clean-shaven or is your beard or moustache neatly trimmed? | ☐ | ☐ | ☐ |
| 8. | Are your teeth clean and is your breath fresh? | ☐ | ☐ | ☐ |
| 9. | Are your hands clean and nails neatly manicured? | ☐ | ☐ | ☐ |
| 10. | Do you use an effective deodorant? | ☐ | ☐ | ☐ |
| 11. | Do you refrain from using excessive cologne or perfume? | ☐ | ☐ | ☐ |
| 12. | Are your shoes clean, in good repair, and comfortable? | ☐ | ☐ | ☐ |
| **Health:** | | | | |
| 13. | Are you in good physical health? | ☐ | ☐ | ☐ |
| 14. | Do you eat a balanced diet and get plenty of rest? | ☐ | ☐ | ☐ |
| 15. | Do you get adequate exercise? | ☐ | ☐ | ☐ |
| 16. | Do you avoid smoking? | ☐ | ☐ | ☐ |

**TA 35b**

## CHARACTERISTICS

| | | Most of the time | Sometimes | Seldom |
|---|---|---|---|---|
| **Communication:** | | | | |
| 17. | Do you speak in a pleasant manner and moderate tone? | ☐ | ☐ | ☐ |
| 18. | Do you have a reasonable command of the English language? | ☐ | ☐ | ☐ |
| 19. | Do you use good telephone manners? | ☐ | ☐ | ☐ |
| 20. | Do you take accurate messages? | ☐ | ☐ | ☐ |
| 21. | Do you listen carefully and attentively? | ☐ | ☐ | ☐ |
| **Cooperation:** | | | | |
| 22. | Do you observe and obey rules and policies? | ☐ | ☐ | ☐ |
| 23. | Are you willing to do whatever job is assigned? | ☐ | ☐ | ☐ |
| 24. | Are you willing to do jobs or routine tasks not originally assigned to you? | ☐ | ☐ | ☐ |
| 25. | Are you flexible with changes and unexpected situations? | ☐ | ☐ | ☐ |
| 26. | Do you cooperate with your co-workers? | ☐ | ☐ | ☐ |
| 27. | Have you gained the friendship and respect of those with whom you work? | ☐ | ☐ | ☐ |
| 28. | Do you respect the authority of those for whom you work? | ☐ | ☐ | ☐ |
| 29. | Are you willing to work with someone in spite of a personality conflict? | ☐ | ☐ | ☐ |
| **Courtesy:** | | | | |
| 30. | Are you pleasant while working? | ☐ | ☐ | ☐ |
| 31. | Are you courteous, polite, and patient with fellow employees and your supervisor? | ☐ | ☐ | ☐ |
| 32. | Are you courteous, polite, and patient to customers? | ☐ | ☐ | ☐ |
| 33. | Do you respect the desires, interests, and opinions of others? | ☐ | ☐ | ☐ |

## CHARACTERISTICS

| | | Most of the time | Sometimes | Seldom |
|---|---|---|---|---|
| **Dependability:** | | | | |
| 34. | Do you get to work on time? | ☐ | ☐ | ☐ |
| 35. | Do you miss work only when you are ill? | ☐ | ☐ | ☐ |
| 36. | Can you work without constant supervision? | ☐ | ☐ | ☐ |
| 37. | Do you stay at your assigned work station? | ☐ | ☐ | ☐ |
| 38. | Do you pay attention to instructions and carry them out accurately? | ☐ | ☐ | ☐ |
| 39. | Can your supervisor depend on you for high quality work? | ☐ | ☐ | ☐ |
| 40. | Are you able to work under pressure without becoming nervous, irritable, or inefficient? | ☐ | ☐ | ☐ |
| 41. | Can your employer depend on your loyalty and honesty? | ☐ | ☐ | ☐ |
| 42. | Do you do what you say you will do? | ☐ | ☐ | ☐ |
| **Self-Control:** | | | | |
| 43. | Are you loyal to your employer and place of employment? | ☐ | ☐ | ☐ |
| 44. | Can you accept criticism and remain friendly? | ☐ | ☐ | ☐ |
| 45. | Do you control your temper? | ☐ | ☐ | ☐ |
| 46. | Do you avoid talking back to your supervisor? | ☐ | ☐ | ☐ |
| **Work Habits:** | | | | |
| 47. | Does your work meet the standards of the textile and apparel company where you work? | ☐ | ☐ | ☐ |
| 48. | Do you work in a neat and orderly manner? | ☐ | ☐ | ☐ |
| 49. | Can you work without becoming bored or distracted? | ☐ | ☐ | ☐ |
| 50. | Are you careful and not wasteful in the use of supplies and materials? | ☐ | ☐ | ☐ |
| 51. | Do you handle and use equipment carefully? | ☐ | ☐ | ☐ |
| 52. | Do you willingly accept and practice new or more efficient techniques? | ☐ | ☐ | ☐ |
| 53. | Are you prompt and efficient? | ☐ | ☐ | ☐ |
| 54. | Do you avoid wasting time? | ☐ | ☐ | ☐ |

**TA 35d**

## CHARACTERISTICS

**Initiative:**

| | | Most of the time | Sometimes | Seldom |
|---|---|---|---|---|
| 55. | Do you feel responsible for completing tasks assigned to you? | ☐ | ☐ | ☐ |
| 56. | Do you ask questions when you are not sure what is expected of you? | ☐ | ☐ | ☐ |
| 57. | Are you able to see what needs to be done without being told? | ☐ | ☐ | ☐ |
| 58. | Do you show leadership when you are in charge without being "bossy?" | ☐ | ☐ | ☐ |
| 59. | Do you use criticism as a basis for self-improvement? | ☐ | ☐ | ☐ |
| 60. | Do you have clearly defined goals? | ☐ | ☐ | ☐ |
| 61. | Are you willing to learn new things? | ☐ | ☐ | ☐ |

# IT'S ALL IN THE WAY YOU SAY IT!

If you are having trouble thinking of positive skills you have, practice stating your characteristics in positive employability terms.

*You talk a lot, love to tell jokes, and are quick-witted.* You could say that **you communicate well, enjoy working with people and are very sociable.**

*You have good study habits.* You could say that **you have good concentration and always come prepared.**

*You procrastinate and have to pull all-nighters to get assignments in on time.* You could say that **you work well under pressure and on a deadline; you always get the job done.**

*You keep your promises and do what you say you will.* You could say that **you are reliable and take commitment seriously.**

*You go to practice every day and are a good teammate.* You could say that **you are persistent, determined, motivated, and goal oriented.**

*You keep your room/locker/notebook neat and do not lose things.* You could say that **you are methodical and have good organizational skills.**

*You are adventurous and like trying new things.* You could say that **you adapt easily to new situations.**

*You like playing team sports or being in plays.* You could say that **you work well as a team member and can be a leader when it is appropriate.**

*You stay calm when everyone else is panicking.* You could say that **you handle stress well and work well under pressure.**

# *Who Is Responsible for a Safe Working Environment?*

◆ Both employers and employees are responsible for workplace safety.

- Employers have the responsibility for providing a safe work environment and appropriate training to ensure safe employee practices.
- Employees are responsible for using safe practices in performing all tasks.
- Employees also share the responsibility for maintaining an overall safe work environment.

# A Safe Workplace

- Government, employers, and employees share responsibilities for creating and maintaining safe workplaces.

- OSHA (Occupational Safety and Health Administration) is the branch for the U.S. Department of Labor that sets and enforces safety standards.

- Employers must do the following:
  - ✓ provide hazard-free workplaces
  - ✓ provide equipment and materials needed to do the work safely and teach employees how to use them
  - ✓ inform employees when materials or conditions are hazardous
  - ✓ keep records of job-related illnesses and injuries

- Employees should do the following:
  - ✓ perform the job safely
  - ✓ know how to operate, maintain, and troubleshoot tools and equipment safely
  - ✓ report unsafe conditions or practices immediately
  - ✓ help maintain an overall safe work environment

# *OSHA Standards for Textile and Apparel Industries*

▲ The *Occupational Safety and Health Act of 1970* requires employers to correct safety violations and to make the workplace free of any hazards that might cause injury or death to employees. OSHA enforces the act. OSHA standards that apply to the apparel and textile industries relate to the following areas:

- protective devices required for each point-of-operation (the part of a machine where work is performed)
- guarding for any mechanical power-transmission machines
- electrical grounding of hand tools and other equipment
- mechanical or electrical methods for stopping textile machines
- devices to prevent machines from restarting automatically after a power failure
- prohibition on splices in electrical cords
- starting and stopping controls that prevent a worker's hand or fingers from touching any part of a machine
- clean, obstruction-free aisles and work spaces
- maintenance of all guards, safety devices, and starting and stopping devices
- proper storage of flammables (such as solvents and spot-cleaning fluids)
- excessive noise levels and dust (such as cotton dust)
- hazardous materials and lasers (such as lasers used to cut garment pieces)
- personal protective occupational safety equipment
- proper types and amounts of lighting
- insulation on steam pipes
- safety valves on pressure-reducing valves used by laundries

Businesses are also encouraged by OSHA to keep records on all employment-related accidents and to establish safety programs. The safety programs may involve on-the-job safety training programs or organization of safety committees. OSHA also requires that accidents causing death or injury to five or more people must be reported to the Department of Labor.

Businesses must display OSHA posters listing employees' legal rights regarding safety. OSHA also requires that employees be informed about all chemicals they use on the job. OSHA will provide safety data sheets for each chemical product used at a work site. Employees are required to learn this information and become thoroughly informed about the products they use on the job.

# Reviewing Organizational Structures

1. What factors influence the policies and structure of a particular business?

2. What is a chain of command, or hierarchy, in an organization?

3. Why is it important that employees become familiar with the chain of command and company protocol of their employer?

4. Why is a system of accountability essential to the operating success of a business?

5. Why is it important that employees be familiar with the various job titles within the organizational structure of their employer?

# *Understanding Organizational Structure*

Working with members in your group, develop as many ideas as you can for each of the questions below. You will report your discussion to the class.

1. As part of an economic cutback, you have been asked to eliminate a department/job on the organizational chart. Below, explain what this department contributed to the goals of the organization.

2. List the other departments on the chart that will be affected by the elimination of the above department/job. Summarize how each department will be affected.

3. What would happen to the company if the above department did not exist?

# Ethics

***Ethics:*** *the moral conduct that is expected of all persons working within a profession*

- Includes the knowledge and practice of right and wrong, confidentiality, and moral behavior
- Involves honesty, integrity, and respect for self and others

# Worldwide Responsible Apparel Production Principles

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**Laws and Workplace Regulations** – Manufacturers of sewn products will comply with laws and regulations in all locations where they conduct business.

**Forced Labor** – Manufacturers of sewn products will not use involuntary or forced labor— indentured, bonded, or otherwise.

**Child labor** – Manufacturers of sewn products will not hire any employee under the age of 14, or under the age interfering with compulsory schooling, or under the minimum age established by law, whichever is greater.

**Prohibition of Harassment or Abuse** – Manufacturers of sewn products will provide a work environment free of harassment, abuse, or corporal punishment in any form.

**Compensation and Benefits** – Manufacturers of sewn products will pay at least the minimum total compensations required by local law, including all mandated wages, allowances, and benefits.

**Hours of Work** – Manufacturers of sewn products will assure that hours worked each day, and days worked each week, shall not exceed the legal limitations of the countries in which apparel is produced. Manufacturers of sewn products will provide at least one day off in every seven-day period, except as required to meet urgent business needs.

**Prohibition of Discrimination** – Manufacturers of sewn products will employ, pay, promote, and terminate workers on the basis of their ability to do the job, rather than on the basis of personal characteristics or beliefs.

**Health and Safety** – Manufacturers of sewn products will provide a safe and healthy work environment. Where residential housing is provided for workers, manufacturers will provide safe and healthy housing.

**Freedom of Association** – Manufacturers of sewn products will recognize and respect the right of employees to exercise their lawful rights of free association, including joining or not joining any association.

**Environment** – Manufacturers of sewn products will comply with environmental rules, regulations, and standards applicable to their operations, and will observe environmentally conscious practices in all locations in which they operate.

**Customs Compliance** – Manufacturers of sewn products will comply with applicable customs law, and in particular, will establish and maintain programs to comply with customs laws regarding illegal transshipment of apparel products.

**Drug Interdiction** – Manufacturers of sewn products will cooperate with local, national, and foreign customs and drug enforcement agencies to guard against illegal shipments of drugs.

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# Ethical Trade Organization Base Code

1. Employment is freely chosen.
2. Freedom of association and the right to collective bargaining are respected.
3. Working conditions are safe and hygienic.
4. Child labor shall not be used.
5. Living wages are paid.
6. Working hours are not excessive.
7. No discrimination is practiced.
8. Regular employment is provided.
9. No harsh or inhumane treatment is allowed.

Source: Ethical Trading Initiative, *www.ethicaltrade.org* (April 2001). Printed with permission.

**TA 45a**

# Performance Evaluation

Name:________________________________________

Employment:________________________________________________________________

**Directions:** Write in the number that best represents your performance. Consistently means that you almost always perform well. Above Average means that you generally perform well, but sometimes do not. Average means that you perform as well as those around you. Below Average means that you do not perform as well as those around you. Rarely means that you almost never perform well.

| | **Consistently** | **Above Average** | **Average** | **Below Average** | **Rarely** |
|---|---|---|---|---|---|
| **People Skills:** | **20 19 18** | **17 16 15 14** | **13 12 11 10 9** | **8 7 6 5 4 3** | **2 1 0** |
| Listens to others | | | | | |
| Communicates well | | | | | |
| Responsible for own actions | | | | | |
| Helps others | | | | | |
| Respectful | | | | | |
| Relates well with others | | | | | |
| Trustworthy/Dependable | | | | | |
| Optimistic and positive | | | | | |

| | **Consistently** | **Above Average** | **Average** | **Below Average** | **Rarely** |
|---|---|---|---|---|---|
| **Communication:** | **20 19 18** | **17 16 15 14** | **13 12 11 10 9** | **8 7 6 5 4 3** | **2 1 0** |
| Speaks clearly and concisely | | | | | |
| Listens | | | | | |
| Expresses self appropriately | | | | | |
| Respectful | | | | | |

| | **Consistently** | **Above Average** | **Average** | **Below Average** | **Rarely** |
|---|---|---|---|---|---|
| **Flexibility:** | **20 19 18** | **17 16 15 14** | **13 12 11 10 9** | **8 7 6 5 4 3** | **2 1 0** |
| Listens | | | | | |
| Expresses self appropriately | | | | | |
| Accepts criticism | | | | | |
| Is openminded | | | | | |
| Uses common sense | | | | | |
| Is self reliant | | | | | |
| Is considerate | | | | | |
| Cooperative | | | | | |
| Supportive | | | | | |

| | **Consistently** | **Above Average** | **Average** | **Below Average** | **Rarely** |
|---|---|---|---|---|---|
| **Teamwork Skills:** | **20 19 18** | **17 16 15 14** | **13 12 11 10 9** | **8 7 6 5 4 3** | **2 1 0** |
| Listens with open mind | | | | | |
| Expresses self appropriately | | | | | |
| Stays focused | | | | | |
| Responsible for own actions | | | | | |
| Helps others | | | | | |
| Puts team first | | | | | |
| Respectful | | | | | |
| Acts professionally | | | | | |

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# Performance Evaluation, cont'd.

| | Consistently | Above Average | Average | Below Average | Rarely |
|---|---|---|---|---|---|
| **Problem Solving Skills:** | 20 19 18 | 17 16 15 14 | 13 12 11 10 9 | 8 7 6 5 4 3 | 2 1 0 |
| Accepts criticism | | | | | |
| Responsible for own actions | | | | | |
| Expresses self appropriately | | | | | |
| Stays focused | | | | | |
| Listens | | | | | |
| Respectful | | | | | |
| Open minded | | | | | |
| Optimistic and positive | | | | | |
| Uses common sense | | | | | |

| | Consistently | Above Average | Average | Below Average | Rarely |
|---|---|---|---|---|---|
| **Creative Skills:** | 20 19 18 | 17 16 15 14 | 13 12 11 10 9 | 8 7 6 5 4 3 | 2 1 0 |
| Looks for solutions | | | | | |
| Open minded | | | | | |
| Uses common sense | | | | | |

| | Consistently | Above Average | Average | Below Average | Rarely |
|---|---|---|---|---|---|
| **Organizational Skills:** | 20 19 18 | 17 16 15 14 | 13 12 11 10 9 | 8 7 6 5 4 3 | 2 1 0 |
| Gets work done on time | | | | | |
| Keeps up with tools and equipment | | | | | |
| Follows instructions | | | | | |
| Plans | | | | | |

| | Consistently | Above Average | Average | Below Average | Rarely |
|---|---|---|---|---|---|
| **Writing Skills:** | 20 19 18 | 17 16 15 14 | 13 12 11 10 9 | 8 7 6 5 4 3 | 2 1 0 |
| Accuracy | | | | | |
| Neatness | | | | | |

| | Consistently | Above Average | Average | Below Average | Rarely |
|---|---|---|---|---|---|
| **Technology Skills:** | 20 19 18 | 17 16 15 14 | 13 12 11 10 9 | 8 7 6 5 4 3 | 2 1 0 |
| Follows instructions | | | | | |
| Uses equipment safely | | | | | |

| | Consistently | Above Average | Average | Below Average | Rarely |
|---|---|---|---|---|---|
| **Work Habits:** | 20 19 18 | 17 16 15 14 | 13 12 11 10 9 | 8 7 6 5 4 3 | 2 1 0 |
| Punctual | | | | | |
| Attendance | | | | | |
| Appearance | | | | | |
| Enthusiastic | | | | | |
| Committed | | | | | |
| Takes initiative | | | | | |

**Note:** Maximum number of points = 200

Recommend Continued Training Placement: Yes No

Evaluated by: ______________________ Date: ______

**Comments:**

______________________________________________

______________________________________________

______________________________________________

______________________________________________

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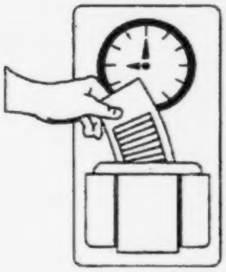
# Bob's Apparel

Bob has decided to have a huge sale for Labor Day weekend. He has four employees and plans on staying open from noon Friday until midnight Monday. For customer care and employee safety, Bob decides that he needs to have two people per shift. Bob works the schedule out like this:

## Labor Day Weekend Sale

### Schedule



| | | |
|---|---|---|
| Friday | 12:00 noon–8:00 p.m. | Janice and Stephanie |
| Friday | 8:00 p.m.–4:00 a.m. | Kathy and Shay |
| Saturday | 4:00 a.m.–12:00 noon | Bob and Janice |
| Saturday | 12:00 noon–8:00 p.m. | Stephanie and Kathy |
| Saturday | 8:00 p.m.–4:00 a.m. | Shay and Bob |
| Sunday | 4:00 a.m.–12:00 noon | Janice and Stephanie |
| Sunday | 12:00 noon–8:00 p.m. | Kathy and Shay |
| Sunday | 8:00 p.m.–4:00 a.m. | Bob and Janice |
| Monday | 4:00 a.m.–12:00 noon | Stephanie and Kathy |
| Monday | 12:00 noon–8:00 p.m. | Shay and Bob |
| Monday | 8:00 p.m.–12:00 midnight | Janice and Stephanie |

Sunday morning, Stephanie calls in and tells Bob that she will not be able to work her shift.

Reschedule everyone. Be sure that everyone gets at least one shift off per day. Strive for the least disruptive changes in the schedule.

# Laboratory Fiber Identification

| Fiber | Fiber Type | Chemical | Burning |
|---|---|---|---|
| Cotton | Staple | No effect | Burns to a fine, gray ash. Smells like burning paper. |
| Flax | Staple | No effect | Burns to a fine, gray ash. Smells like burning paper. |
| Wool | Staple | Dissolves in sodium hydroxide (bleach) | Burns quickly to a black, crushable ash. |
| Silk | Filament | Dissolves in sodium hydroxide (bleach) | Burns quickly to a black, crushable ash. |
| Polyester | Filament or staple | No effect | Melts/burns only in the flame.<br>Leaves a hard, tan bead.<br>Acid/chemical odor |
| Nylon | Filament | No effect | Melts/burns only in the flame.<br>Leaves a hard, tan bead.<br>Acid/chemical odor |
| Rayon | Filament or staple | No effect | Burns slowly to a fine, gray ash. Smells like burning paper. |
| Lyocell | Filament or staple | No effect | Burns slowly to a fine, gray ash. Smells like burning paper. |
| Acrylic | Filament or staple | No effect | Burns/melts slowly. Forms a hard, black bead.<br>Acid/chemical odor |
| Acetate | Filament or staple | Dissolves in acetone or nail polish remover | Burns/melts slowly. Forms a hard, black bead.<br>Acid/chemical odor |

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# *Fiber Types: A Laboratory Investigation*

Directions: Using four different fabric samples as directed by your teacher, complete the following steps on each sample.

**Step 1)** Using one fiber from each sample, look at it through a microscope or magnifying glass. Circle *Staple* or *Filament* as appropriate. Draw a picture of the fiber as seen in the microscope or magnifying glass.

| | **Fabric Sample 1**<br>Fiber Type: Staple or Filament | **Fabric Sample 2**<br>Fiber Type: Staple or Filament | **Fabric Sample 3**<br>Fiber Type: Staple or Filament | **Fabric Sample 4**<br>Fiber Type: Staple or Filament |
|---|---|---|---|---|
| Draw a picture of each fiber as you see it in the microscope. | | | | |

**Step 2)** Pull a second fiber from each fabric sample. Set a votive candle on a 12" piece of foil and light the candle. Using tweezers, move the fiber toward the flame–note what happens in the space provided. Once the fiber is in the flame, note what happens in the space provided and gently fan the air from the fiber/flame toward you. Note the odor in the space provided. After removing the fiber from the flame, note what happens in the space provided. Note what the ash or burned residue looks like in the space provided.

| **BURN TEST** | Reaction/Approaching Flame | Reaction in Flame | Reaction/Removal from Flame |
|---|---|---|---|
| Fabric Sample 1 | | | |
| Fabric Sample 2 | | | |
| Fabric Sample 3 | | | |
| Fabric Sample 4 | | | |

| **BURN TEST** | Description of Odor | Description of Ash |
|---|---|---|
| Fabric Sample 1 | | |
| Fabric Sample 2 | | |
| Fabric Sample 3 | | |
| Fabric Sample 4 | | |

## *Fiber Types: A Laboratory Investigation, cont'd.*

**Step 3)** Pull a third fiber from each fabric sample. Complete the following on one fiber at a time. Using a glass dish, pour a small amount of acetone (nail polish remover) into the dish. Using tweezers, place a fiber into the acetone. Note the immediate reaction in the space provided. Let the fiber set in the acetone for five minutes and note the reaction in the space provided. Using tweezers, remove the fiber from the acetone and note the reaction in the space provided.

| **ACETONE TEST** | Immediate Reaction to Acetone | After 5 Minutes in Acetone | After Removal from Acetone |
|---|---|---|---|
| Fabric Sample 1 | | | |
| Fabric Sample 2 | | | |
| Fabric Sample 3 | | | |
| Fabric Sample 4 | | | |

**Step 4)** Pull a fourth fiber from each fabric sample. Complete the following on one fiber at a time. Using a glass dish, pour a small amount of sodium hydroxide (bleach) into the dish. Using tweezers, place a fiber into the bleach. Note the immediate reaction in the space provided. Let the fiber set in the bleach for five minutes and note the reaction in the space provided. Using tweezers, remove the fiber from the bleach and note the reaction in the space provided.

| **BLEACH TEST** | Immediate Reaction to Bleach | After 5 Minutes in Bleach | After Removal from Bleach |
|---|---|---|---|
| Fabric Sample 1 | | | |
| Fabric Sample 2 | | | |
| Fabric Sample 3 | | | |
| Fabric Sample 4 | | | |

Fiber Identity:
Fabric 1_________________, Fabric 2 _________________, Fabric 3 _________________, Fabric 4_________________

TA 48b

# GUIDELINES FOR A CLASSROOM DEBATE

***Discussion, Disagreement, and Debate: What's the difference?***

**Discussion:**

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

**Disagreement:**

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

**Debate:**

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

***Preparing and Conducting a Classroom Debate:***

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

# Appropriate Fiber Choices

Below are matched pairs of textile and apparel items and a fiber choice. Most pairs are rather poor matches.

**1. Explain what properties of the listed fiber make it unacceptable for the item.** For example: for wool and swimsuits—point out that wool is weak when wet and absorbs large amounts of water. It would become too heavy and dry slowly (not to mention the odor of wet wool).

**2. Give an appropriate fiber for each item that is an acceptable choice.**

| | Properties which make the fiber inappropriate | Appropriate fiber choice Why? |
|---|---|---|
| Wool/swimsuit | | |
| Nylon/t-shirt | | |
| Cotton/business suit | | |
| Polyester/underwear | | |
| Acrylic/towels | | |
| Silk/swimsuit | | |
| Wool/track suit | | |
| Rayon/backpack | | |
| Polyester/cloth for washing windows | | |
| Silk/window curtains | | |

# *Tie Dyeing*

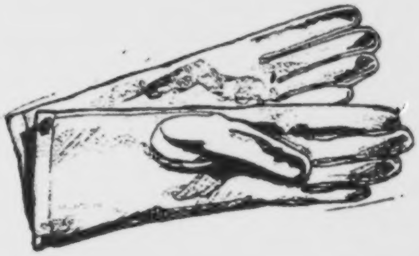
◆ Tie dyeing is a method of textile dyeing commonly used in Africa, India, and other parts of the world. In the United States, tie dyeing is often associated with the 1960s. However, almost every culture began creating colorful designs with dye long before then. Dyeing fabrics is an indication of a country's resources and technological capabilities. The poorest nations often create the most beautiful designs.

In tie dyeing, cotton or silk fabric is pleated, twisted, or folded at carefully selected points; tied or sewn in place; and dyed. The tied or sewn areas remain undyed, creating sunburst, circle, square, or other patterns.

Use the following instructions to create various textile variations with dye.

**Supplies:**

Cotton T-shirts
Soda ash
Procion or RIT dyes
Rubber or latex gloves
Apron or work shirt
Container, such as a bucket
Rubber bands
Funnels
Plastic 8-ounce bottles



**Prepare the shirts for dyeing.**

1. Wash all shirts to remove any sizing or stains.
2. Wearing rubber or latex gloves and an apron or work shirt to protect clothing, mix 1 cup soda ash per gallon of warm water. Stir until soda ash is dissolved.
3. Submerge a few shirts in the soda ash and water mixture and let stand for 5 minutes. Remove shirts and wring out excess liquid.

**Fold shirts to achieve the pattern desired**. Begin by laying the shirt out flat.

- **Marbled effect** – Working at random points, push in the fabric slightly toward the center of the shirt, creating ridges of fabric. Make sure the ridges are about 1-inch high and that you do not create layers. Continue folding in this manner until the shirt becomes a compact round. Carefully crisscross rubber bands around the shirt to secure the folds in place.
- **Spiral design** – Pinch the fabric where you would like the center of the spiral to be. Holding the center, slowly push down and twist the shirt clockwise. While twisting, evenly distribute the spiral's lines. If the lines get too high, create another one by pulling the edges of the shirt. Continue turning until the shirt becomes a compact round. Fold in edges. Carefully place rubber bands around the shirt to hold in the edges.

*Tie Dyeing, cont'd.*

**Mix the dyes.**

1. Wear rubber or latex gloves.
2. Follow directions closely for mixing dyes. The powder-to-water ratio changes for different colors.
3. Use clean funnels to pour the correct amount of powder and water into an 8-ounce bottle for each color of dye to be used.

**Dye the shirts.**

- **Crinkle design** – Starting with dark colors, pour dye randomly but evenly onto the folded shirt. Carefully flip the shirt over and repeat on the other side. Let stand overnight.
- **Spiral design** – Choose a color for the shoots of the spiral. Pour dye onto the entire side of the shirt, starting with the thickest parts and leaving the center for last. Add a few drops in the center so the dye does not bleed over to the other side. Carefully flip the shirt over. Evenly divide the shirt into sections. Using one color at a time, pour onto each section, starting with thickest parts and adding only a few drops in the center. Let it stand overnight.

**Wash the shirts.**

Rinse tied shirts in cold water until the water runs clear. Remove rubber bands and rinse again in cold water. Machine wash twice before wearing.

# BATIK

*Batik* is very popular in the Islands for fabric clothing or wall hangings.

**Supplies**:

- Plain fabric, such as muslin, cut into large squares
- Procion dyes
- Batik wax
- Batik paint tube or paintbrush
- Rubber or latex gloves
- Wooden spoons

**Step 1**: Completely immerse the fabric squares in plain water to wet the fabric.

**Step 2**: Melt a block of wax in a heavy pan over low heat. Do not scorch wax.

**Step 3**: Using the batik paint tube or paintbrush, "paint" all areas on the muslin that you wish to remain white. Let wax cool.

**Step 4**: Using rubber or latex gloves, crinkle the fabric, breaking up the wax into spider creases. Using wooden spoons, dip fabric squares into desired dyes. Rinse in cold water. Let dry.

**Step 5**: Using paper towels, cover the waxed areas and with a low iron, press out the wax.

If more than one color is desired on the fabric, repeat the waxing step after dyeing each piece. Always go from lighter colors to darker colors. Remember that colors will mix. If the fabric is dyed yellow and then placed in blue dye, green may occur. Interesting textile designs will prevail.

# Fabric Finishes

▲ A fabric finish is a treatment or process used to improve fabrics in various ways. Some finishes improve the appearance of fabrics while others make the fabric easier to maintain. Special finishes can often control less desirable characteristics of fibers. For example, untreated cotton fibers tend to wrinkle easily; they also shrink when washed in hot water. Cotton with special treatment, however, can be both wrinkle-resistant and shrink-resistant. Clothing made from specially treated fabrics may serve you better than clothing made from fabrics that have not been treated.

Fabric finishes can be permanent, durable, temporary, or renewable. A permanent finish lasts the life of the garment. A durable finish lasts through several launderings or dry cleanings, but has a tendency to lose some of its effectiveness over a long period of time. A temporary finish lasts until the fabric is washed or dry-cleaned. A renewable finish is temporary but can be replaced.

Finishes can be grouped according to the ways they affect fabrics. Some common types of finishes are wrinkle-resistant, including permanent press or durable press and wash-and-wear; flame-resistant, shrink-resistant, moth-resistant, mildew-resistant, stain and spot-resistant, soil release, water-repellent, waterproof, and crisp finish.

## Common Fabric Finishes

| Type of Fabric Finish | What it Means | Trademark Names |
|---|---|---|
| Crisp Finish | Fabrics have the appearance of being starched and stay crisp through wear, laundering, and dry cleaning. | Bellmanized<br>Salerized<br>Fresh-tex |
| Flame-resistant | Fabrics will resist burning. Special care may be needed to maintain finish. | Fire-guard<br>Saniflamed |
| Mildew-resistant | Mildew damage is less likely. Care in storing clothes is still necessary. | Fresh-tex |
| Moth-resistant | Fabrics will resist damage by moth larvae. Special care may be needed to maintain the finish. | Woolgard<br>Mitin<br>Moth Snub |
| Shrink-resistant (cotton and linen) | Shrinkage controlled to less than 1 percent. Garments can be laundered repeatedly without excess shrinkage. | Sanforized |

# *Special Finishes*

**Calendering**
presses out wrinkles after all other finishes are complete — gives sheen

**Glazing**
fabric treated with shellac, glue, starch to make stiffer

**Embossed**
pressing a design into a flat fabric to give it dimension

**Napping**
brushed with pronged rollers to give fuzzy appearance

**Weighting**
the adding of metallic salts to silk to give heaviness

**Heat-setting**
setting a specific shape or crease in a fabric — undergarments, pleats

**Fulling**
fabrics are subjected to heat and moisture in order to compact them — for woolens

**Beetling**
fibers are pounded to make them soft and shiny — mainly linen

**Mercerizing**
improves luster and strength with cottons or cotton/rayon blends

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# Evaluating the Effectiveness of Fabric Finishes

Follow the directions for each step below and record the results in the spaces provided.

**Step 1) Testing for wrinkle resistance** Select four fabric samples, and complete the following for each sample: Fold the fabric sample into four equal parts. Hold the folded fabric in your fist for approximately 30 seconds. Release the fabric and unfold; check for wrinkles. Shake the fabric gently; check for wrinkles. Wait approximately 40 seconds; check to see if the wrinkles are disappearing.

| | Wrinkles immediately after release | Wrinkles after shaking | Wrinkles after 40 seconds |
|---|---|---|---|
| Fabric 1: Fabric Name: | | | |
| Fabric 2: Fabric Name: | | | |
| Fabric 3: Fabric Name: | | | |
| Fabric 4: Fabric Name: | | | |

**Step 2) Testing for water repellency** Select four fabric samples, and complete the following for each sample: Using an eyedropper, drop several drops of water onto the fabric sample. Check for standing water on the surface of the fabric. After 10 seconds, check for water standing on the surface or being absorbed. After a total of 30 seconds, check for water standing or being absorbed.

| | Amount absorbed immediately | Amount absorbed after 10 seconds | Amount absorbed after 30 seconds |
|---|---|---|---|
| Fabric 1: Fabric Name: | | | |
| Fabric 2: Fabric Name: | | | |
| Fabric 3: Fabric Name: | | | |
| Fabric 4: Fabric Name: | | | |

**Step 3) Testing for flame-retardants** Select four fabric samples. Using a Bunsen burner or votive candle sitting on a 12" piece of foil, complete the following for each sample: Using tweezers, hold the edge of the fabric sample over the flame. Check for burning or melting after five seconds. Check for burning or melting after 10 seconds.

| | Immediately burned or melted | Burned or melted after 5 seconds | Burned or melted after 10 seconds |
|---|---|---|---|
| Fabric 1: Fabric Name: | | | |
| Fabric 2: Fabric Name: | | | |
| Fabric 3: Fabric Name: | | | |
| Fabric 4: Fabric Name: | | | |

**Step 4) Testing for shape retention** Select a knited fabric sample and complete the following. Stretch the fabric gently with your hands and note how easily it stretches. Lay the fabric sample on the table top. Gently push the fabric toward the center; check to see if it returns to its original shape/size.

| | Stretched too easily | Returned to its original shape |
|---|---|---|
| Fabric Name: | | |

**Step 5) Testing for air permeability** Select two different fabric samples, and complete the following for each sample: Hold the fabric sample near your mouth and blow. Check to see if air can be felt on the other side.

| | Air felt |
|---|---|
| Fabric 1: Fabric Name: | |
| Fabric 2: Fabric Name: | |

**Step 6) Testing for cover** Select two light colored fabric samples, and complete the following for each sample: Hold the sample up to a light source; check to see if light shines through the fabric. Hold half the fabric sample over a dark colored piece of fabric; check to see if you can see the dark fabric through the light colored sample.

| | See light through fabric | See dark color through fabric |
|---|---|---|
| Fabric 1: Fabric Name: | | |
| Fabric 2: Fabric Name: | | |

**Step 7) Testing for strength** Select two fabric samples, and complete the following for each sample: Carefully cut a small snip in the edge of the sample. Pull on the sample from either side of your cut, and check to see if the sample tears easily.

| | Tears easily |
|---|---|
| Fabric 1: Fabric Name: | |
| Fabric 2: Fabric Name: | |

**Step 8) Testing for drapability** Select two large pieces of fabric, and complete the following for each fabric: Gather fabric at the top edge. Fan the fabric, and check to see the way it folds.

| | Falls into natural, soft folds | Falls into sharp, crisp folds |
|---|---|---|
| Fabric 1: Fabric Name: | | |
| Fabric 2: Fabric Name: | | |

# "Jeopardy" Game Instructions

1. Use questions and answers written on 3" x 5" cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.

2. Divide 3" x 5" cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points. Write the point value on the front of the card (along with the answer).

3. Form teams of 3 to 4 students, and give each team a colored "responder" card.

4. Have each team select a team captain and team scorekeeper.

5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.

6. All team responses must be given in the form of a question. For example, you say, "providing their children with proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to the physical development of their children?"

7. If the first team to respond gives the correct answer, it receives the point value for that item. If the team answers incorrectly, then the point value is subtracted from its score and another team is give the opportunity to answer.

8. The team captain must confer with the team members before responding with a question.

9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.

10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.

11. The team with the highest score is the winner.

# Utilizing Elements and Principles of Design

**Directions**: Beside each term listed below, describe how that element or principle is evidenced in the design of the selected apparel item.

| | |
|---|---|
| Line | |
| Shape/Form | |
| Space | |
| Texture | |
| Color | |
| Balance | |
| Proportion | |
| Rhythm | |
| Emphasis | |
| Harmony/ Unity | |

# Psychological Effects of Color

Identify the first color that comes to mind when you hear the term…

birthday
Christmas
Halloween
U.S.A.
happy
sad
funeral
detention
honors assembly
graduation
Statue of Liberty
caboose
July
Autumn
Spring
50th Anniversary
Saturday
Monday
wedding
hospital
basketball game
homecoming
principal's offiice

# Color Triangle

▲ **Purpose:** The development of tints, shades, and tone

*Day One:*

**Supplies:** craft paper; tempera paints in primary colors, white, and black; foil paper; paintbrush; water; craft sticks

**Directions:** Use foil paper to mix colors. Use craft sticks on the end of the tubes–*Do Not* touch the end of the tube to another color. All painting will be done on craft paper.

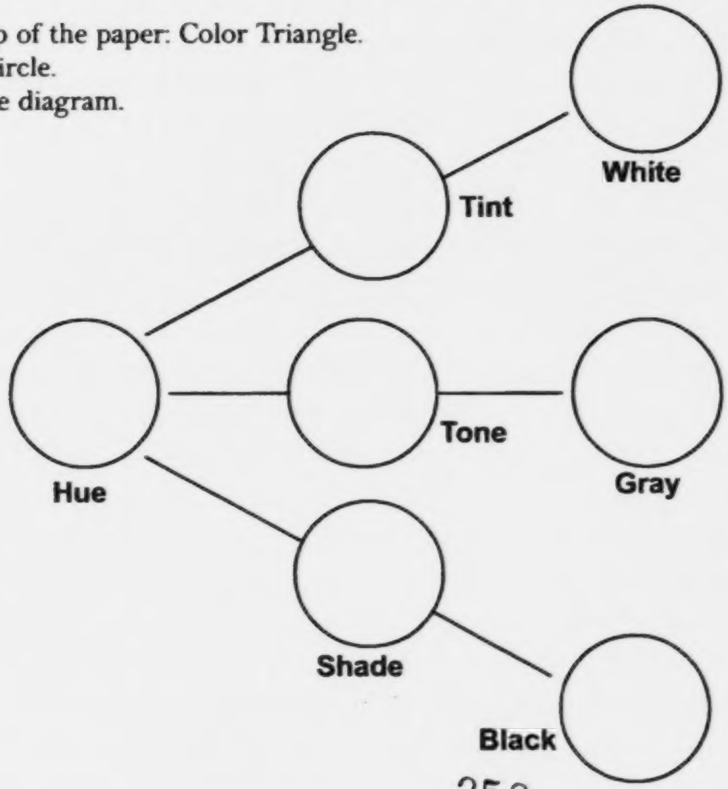
Paint a 2" x 2" swatch of a primary color (basic hue).
Paint a 2" x 2" swatch of black.
Paint a 2" x 2" swatch of white.
Mix equal amounts of white and black to form gray–Paint a 2" x2" swatch of gray.
Mix equal amounts of hue and black to form shade-paint a 2" x 2" swatch of shade.
Mix equal amounts of hue and white to form tint-paint a 2" x 2" swatch of tint.
Mix equal amounts of hue and gray to form tone-paint a 2" x 2" swatch of tone.
Put your painted craft paper in a secure area to dry.
Clean up supplies and work area. Place used, foil paper in plastic bag before putting in trash.

*Day Two:*

**Supplies:** painted swatches; clean paper; glue; marker

**Directions:**

Cut each swatch into a 2" circle.
Arrange hue, black, white, gray, shade, tint, and tone according to the diagram and glue onto clean paper.
Label the top of the paper: Color Triangle.
Label each circle.
Complete the diagram.



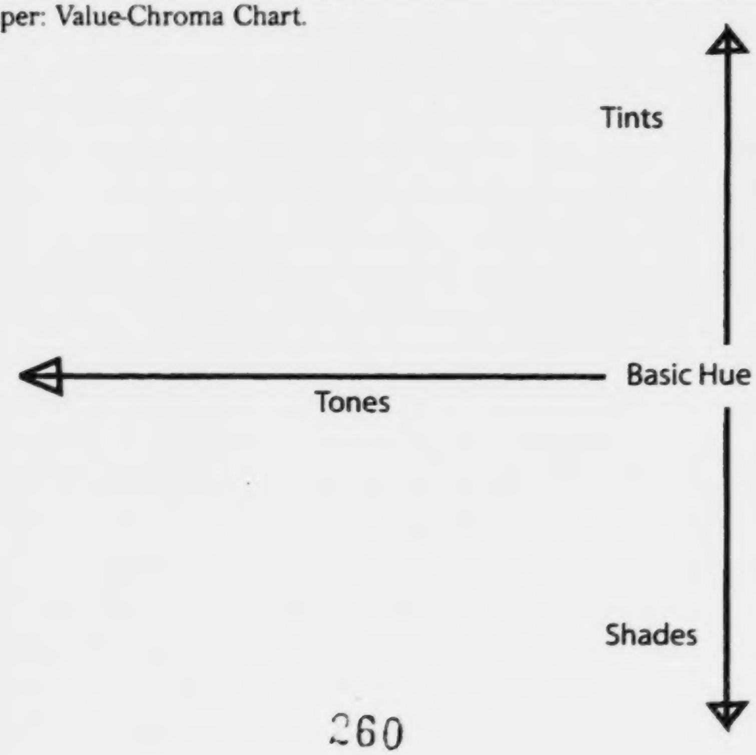
# Value-Chroma Chart

▲ **Purpose:** Development of various degrees of tints, shades, and tones from one hue.

**Supplies:** craft paper; tempera paints in primary colors, white, and black; foil paper; paintbrush; water; craft sticks

**Directions:** Use foil paper to mix colors. Use craft sticks on the end of the tubes–*Do Not* touch the end of the tube to another color. All painting will be done on craft paper. See the diagram below for placement of painted swatches on your craft paper. Label each swatch as you paint.

Paint a 2" x 2" swatch of a primary color (basic hue).
Add one drop of white paint to the hue, mix, and paint a 2" x 2" swatch as a tint.
Add a second drop of white paint to the tinted hue, mix, and paint a 2" x 2" swatch.
Add a third drop of white paint to the tinted hue, mix, and paint a 2" x 2" swatch.
Add a fourth drop of white paint to the tinted hue, mix, and paint a 2" x 2" swatch.
Follow the same steps substituting black for the white to create shades.
Mix equal amounts of black and white to create gray.
Add one drop of gray to the hue, mix, and paint a 2" x 2" swatch as a tone.
Continue adding drops of gray as you did with the tints and shades.
Put your painted craft paper in a secure area to dry.
Clean up supplies and work area. Place used, foil paper in plastic bag before putting in trash.
Label the top of the paper: Value-Chroma Chart.



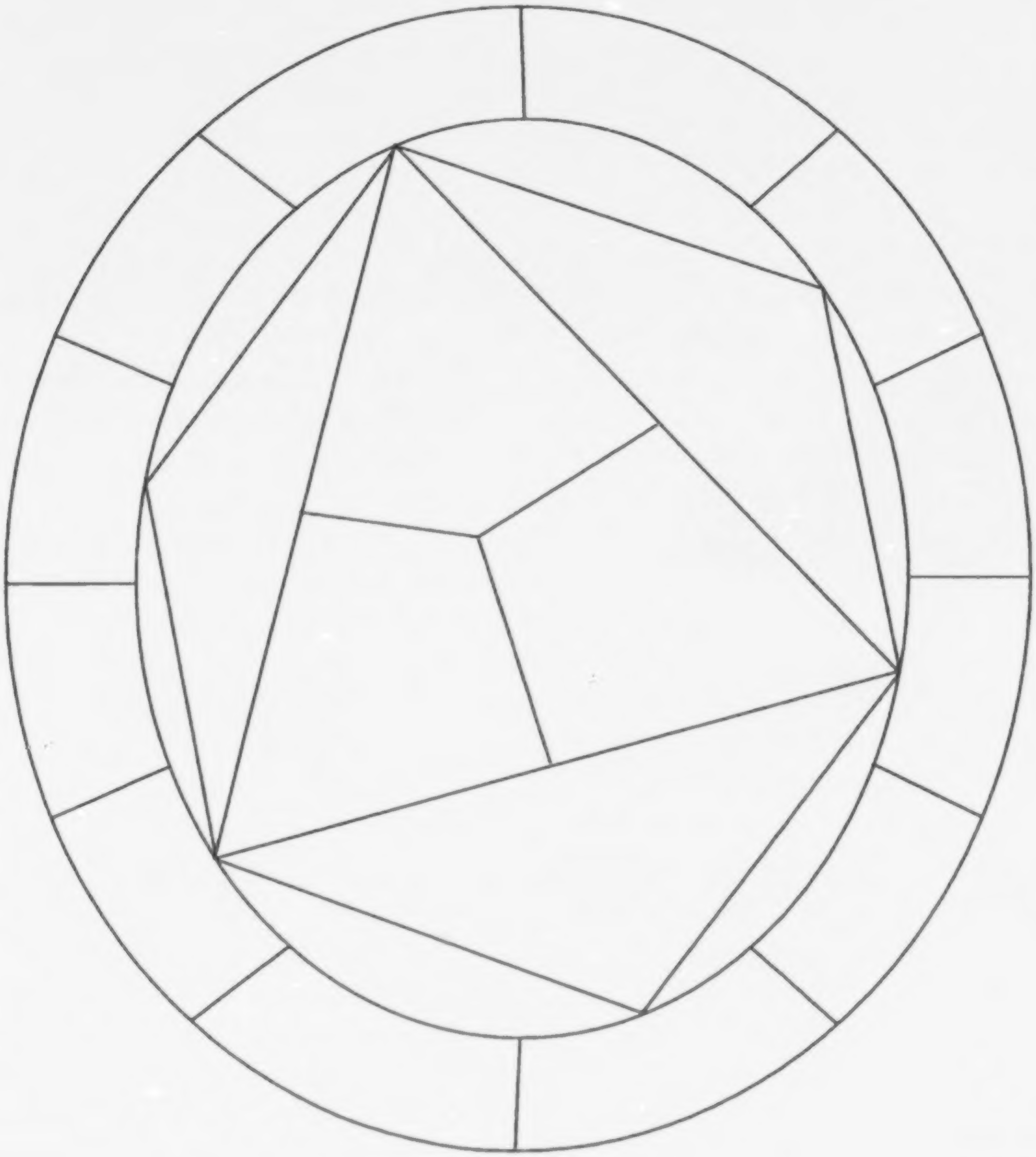
# Color Wheel Development

**Supplies:** craft paper; tempera paints in primary colors, foil paper; paintbrush; water; craft sticks

**Directions:** Use foil paper to mix colors. Use craft sticks on the end of the tubes–*Do Not* touch the end of the tube to another color. All painting will be done on craft paper.

Follow the diagram below to paint a color wheel. You will begin with primary colors (red, yellow, and blue). You will then mix colors as needed to create secondary and tertiary colors.
Put your painted craft paper in a secure area to dry.
Clean up supplies and work area. Place used foil paper in plastic bag before putting in trash.

After you have completed your color wheel, indicate the warm colors and the cool colors.



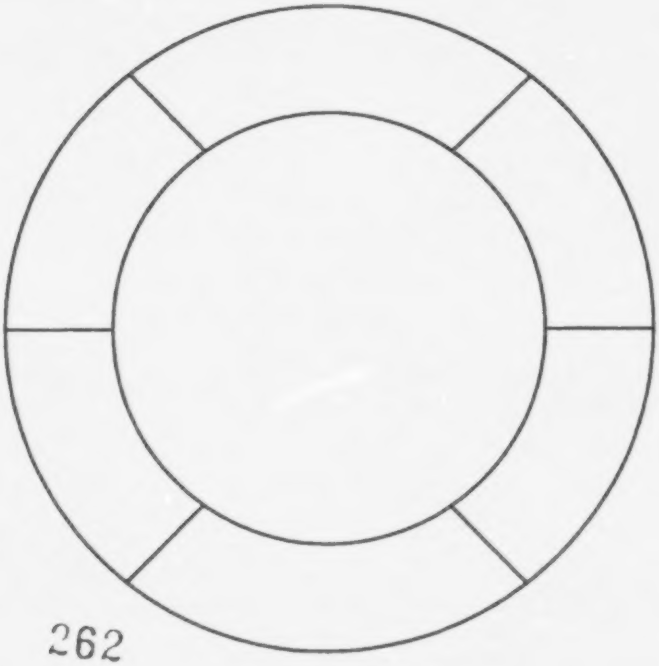
# STUDY OF BROWNS

▲ **Purpose:** Brown is a neutral hue which is essential in various color schemes. There are a number of ways to make brown which will suit many designer tastes.

**Supplies:** craft paper; tempera paints in primary colors, white, and black; foil paper; paintbrush; water; craft sticks

**Directions:** Use foil paper to mix colors. Use craft sticks on the end of the tubes – *Do Not* touch the end of the tube to another color. All painting will be done on craft paper. See the diagram below for placement of painted swatches on your craft paper. Label each swatch as you paint. Arrange your swatches according to the diagram.

Label the top of your paper: Study of Browns.
Select two complementary colors, mix, and paint a 2" x 2" swatch.
Continue until you have created six different browns.
Put your painted craft paper in a secure area to dry.
Clean up supplies and work area. Place used, foil paper in plastic bag before putting in trash.



# COLOR SCHEMES

▲ **Purpose:** Designers must have a working knowledge of why and how different hues work together. Development of color scheme designs promotes that knowledge.

*Day One:*
**Supplies:** craft paper; tempera paints in primary colors, white, and black; foil paper; paintbrush; water; craft sticks

**Directions:** Use foil paper to mix colors. Use craft sticks on the end of the tubes – *Do Not* touch the end of the tube to another color. All painting will be done on craft paper.

Draw a garment on stiff paper or on poster board. Size the garment according to the craft paper size.
Cut out the garment and trace it six times onto craft paper.
Select six hues, tints, shades, and tones.
Paint a garment in each of the following color schemes:
Mono
Comp
Split-comp
Anal
Split-anal
Triadic

Label each garment's color scheme.
Put your painted craft paper in a secure area to dry.
Clean up supplies and work area. Place used, foil paper in plastic bag before putting in trash.

*Day Two:*
**Supplies:** painted garments; clean paper; glue; marker

Cut the painted garments out of the craft paper.
Glue each garment to clean paper.
Label each garment's color scheme.
Label the top of each garment: Color Schemes.

# COLOR LINE DEVELOPMENT

▲ **Purpose:** The development of color swatches for a designer gives the designer direction for his/her apparel line and also sets a tone for the season. Knowledge of color line development therefore focuses on a certain theme and direction.

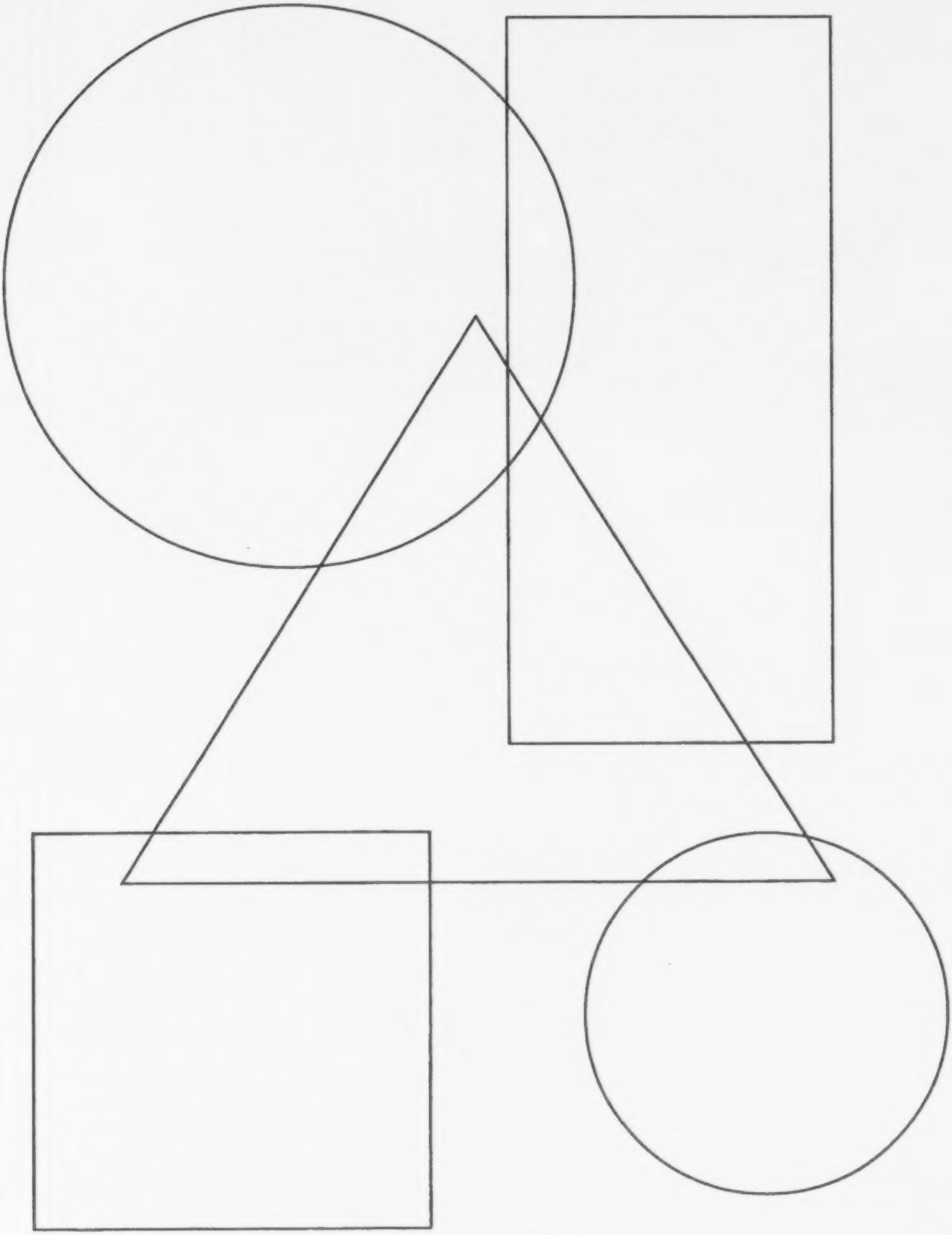
**Supplies:** craft paper; tempera paints in primary colors, white, and black; foil paper; paintbrush; water; craft sticks

**Directions:** Use foil paper to mix colors. Use craft sticks on the end of the tubes - *Do Not* touch the end of the tube to another color. All painting will be done on craft paper.

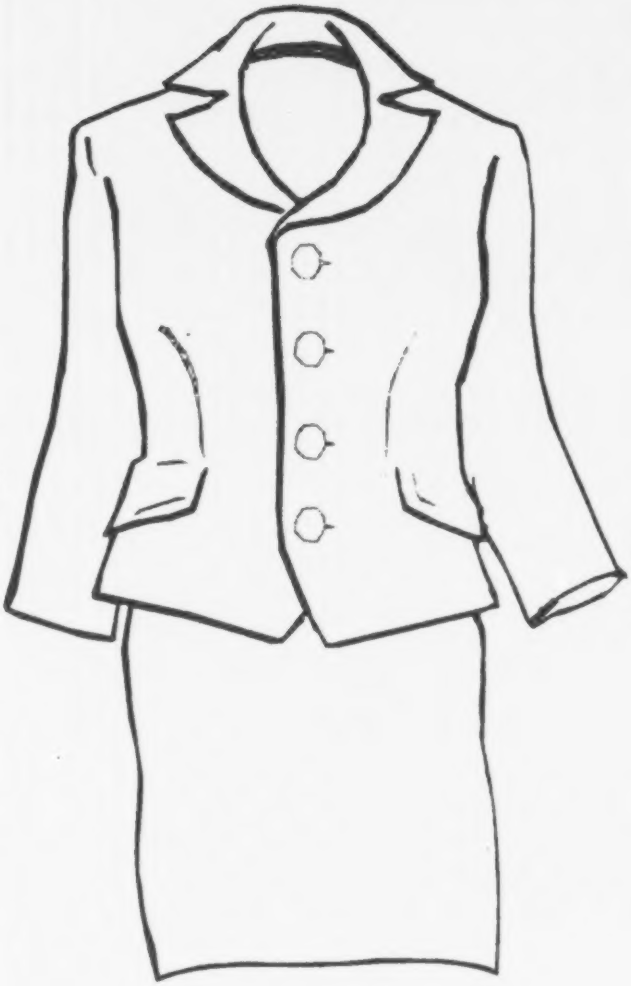
Choose either spring or fall for your color line.

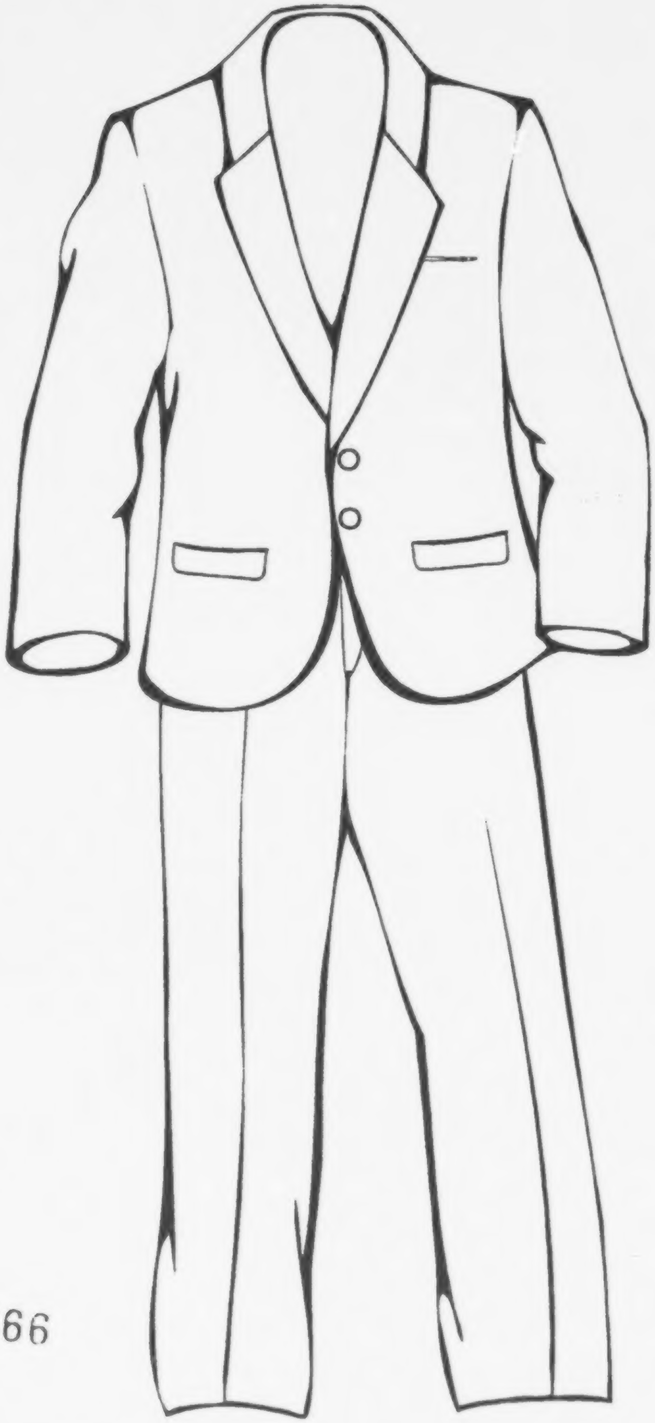
- Develop a set of swatch cards to be used by the manufacturer, pattern companies, magazines, retail buyers, designers, and consumers.
- Choose an original theme.
- Paint a minimum of ten sample cards on drawing paper.
- Give each hue an original name.
- Allow to dry.
- Cut out and glue to white paper.
- Title page with theme.
- Label each hue.
- In paragraph form, write a description of the colors chosen and why you feel these will be the projected colors for the season.

# Illusions



# SILHOUETTES





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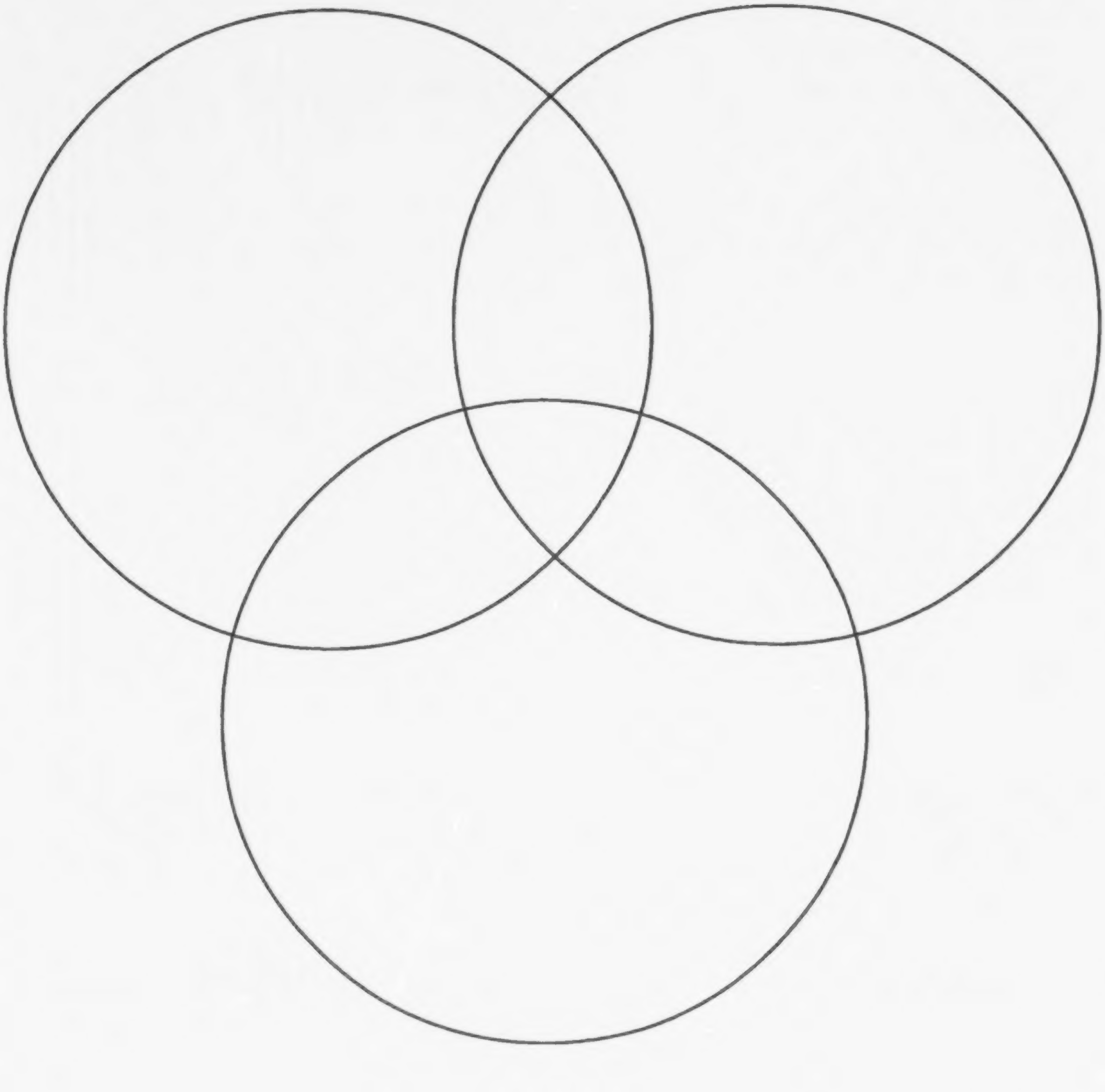
# Venn Diagram



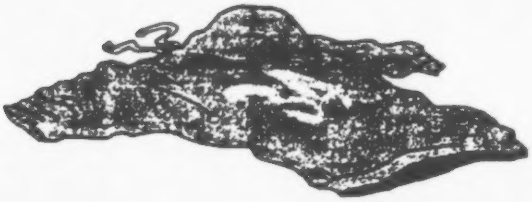
# *Wearability Test*

**Wrinkle Resistance:**

Select a clothing sample. Twist or wad up a sleeve or piece of the fabric in your hand for 20 seconds. Shake the twist or wad out, smooth it with your hand, and wait 40 seconds. Can you still see the wrinkles? What are the implications of choosing this garment? If you like freshly ironed clothes—and the fabric holds the wrinkles, this is not the fabric or garment for you to purchase.

**Shape Retention:**

Select a cloth sample of knitted fabric. Gently pull on the knitted fabric or try on a new knitted garment, bend your arms, knees. Does the garment return to its original shape? What are the implications of choosing garments made from knitted fabrics? If the material sags, this knitted fabric is not a good purchase; it will sag while you are wearing it.



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# *Analyzing Labels*

**Directions:** Look closely at the following labels. Determine what mandatory information is missing for each garment label. Write inside the label what item is missing. In some cases, there may be more than one item missing or no items missing.

1.

KOREAN KLASSIC
. . . an import
100% Ramie

2.

CHAUS
100% Cotton

Handwash, Cold
Dry Flat

3.

Razzle Dazzle
87% Cotton
13% Polyester
Machine Wash —
Warm
Tumble Dry
No Iron

4.

Liz Sport

Machine Wash —
Warm
Line Dry

5.

100% Acrilan
Made in the USA
Machine Wash Gentle
Mild Soap
Cool Iron

6.

Lagerfield

Cotton
Ramie
Machine Wash
Dry Flat
No Iron

# *Analyzing Labels*
## *Answer Key*

1. all care instructions, country of origin
2. country of origin
3. country of origin
4. country of origin, fiber content, percentage of fiber content by weight
5. water temperature, drying instructions
6. country of origin, percentage of fiber content by weight, water temperature

# Textile and Apparel Laws

**Directions**: Match the titles of the laws to the descriptions.

Care Labeling Rule

Textile Fiber Products Identification Act

Wool Products Labeling Act

Fur Products Labeling Act

Flammable Fabrics Act

# Textile and Apparel Laws

- This act, originally passed in 1972 and amended in 1984, requires all finished garments and fabric sold for making apparel to have attached labels describing procedures for regular garment maintenance.
- Labels must be durable and remain readable throughout the normal life of a garment.
- Items not requiring care labels include footwear, headwear, gloves, hosiery, items that are disposable, decorative or ornamental items, and sheer items.

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- This law, which was passed in 1960, requires that each textile product carry a label listing the generic names of the fibers from which it is made.
- The generic fiber categories are established by the Federal Trade Commission, which can add new generic categories as needed.
- The listing of fibers must be in order by predominance of the percentage by weight of fibers present in the product.
- Fiber quantities of less than 5 percent must be labeled as "other fibers" unless they serve a specific purpose in the product.
- Fibers that cannot be identified must be listed as "X percent of undetermined fiber content."

---

- This act, passed in 1939, regulates the labeling of sheep's wool and other animal hair fibers.
- This act requires that all wool products be labeled and the fibers, except for ornamentation, be identified as either new or recycled wool.
- This act ensures the customer that the wool garment being purchased is of good quality rather than a garment that resembles wool.

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- This law, passed in 1951, protects consumers from deceptive information on fur product labels and advertisements.
- This act requires the label of a fur product to list the name of the animal that produced the fur.
- Information must be provided informing the customer if the fur has been bleached, dyed, or artificially colored in any way.
- This act requires labels to contain information on the type of fur that is used in a garment, such as waste fur, fur from the ears, throats, paws, tails, or bellies of animals; and scrap furs.

---

***Textile and Apparel Laws, cont'd.***

- Enacted in 1953, this law prohibits the sale of fabrics that burn faster, easier, and more intensely than other fabrics.
- This act resulted in the development of standards for flame-retardant children's sleepwear and apparel.
- This act also resulted in flame-retardant household textile products, such as mattresses, rugs, and upholstery fabrics.
- As a result of this enactment, new fibers and finishes for production of flame-resistant fabrics were developed.

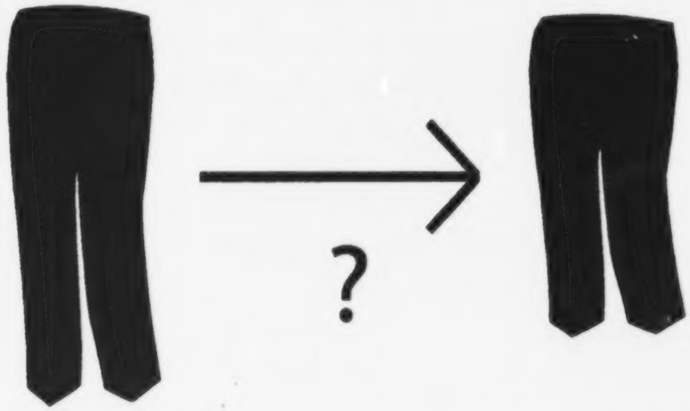
# Case Scenarios for Letters of Redress

1. You purchased a multi-colored shirt made of 100% cotton. You read the care label carefully and followed all instructions for washing and drying the garment. After the first washing, the colors ran into each other.

2. Your family purchased a new throw rug from a major department store. The rug was made from a wool/acrylic blend which, according to the label, would be machine-washed in cold water and warm dryer. However, after the rug was laundered and removed from the dryer, you discovered the rug had begun to ravel in several places.

3. You just purchased a new bedspread for your dorm room bed. On the package label, the measurements were appropriate for the size of your bed. However, after taking the bedspread out of the package, you discovered it did not fit your bed. After using a tape measure to measure the bed and bedspread again, you discovered the bedspread was not the size it was supposed to be according to the package label.

4. You sent your band uniform to the professional dry cleaner according to the care label instructions. The next time you put on your band uniform, you discover the pants of the uniform are too short.



# Guidelines for Effective Letters of Redress

- As much as possible, address the complaint to a specific person rather than to a company or title. Telephoning the company and asking for an appropriate name is acceptable.

- Be concise, direct, and firm in your letter. A calm and professional demeanor will be more beneficial than being argumentative and angry.

- State the nature of the complaint clearly and in detail in the first paragraph.

- State clearly what you expect in response to your complaint.

# Preschool Apparel Interview

1. What features do you like in most preschool children's garments? Dislike?

2. What features do your children like the most in their garments? Dislike?

3. What garments wear out the quickest?

4. What areas wear out the quickest? (knee, elbows)

5. What are good safety features in garments?

6. What are good self-help features in garments?

7. What are good growth features in garments?

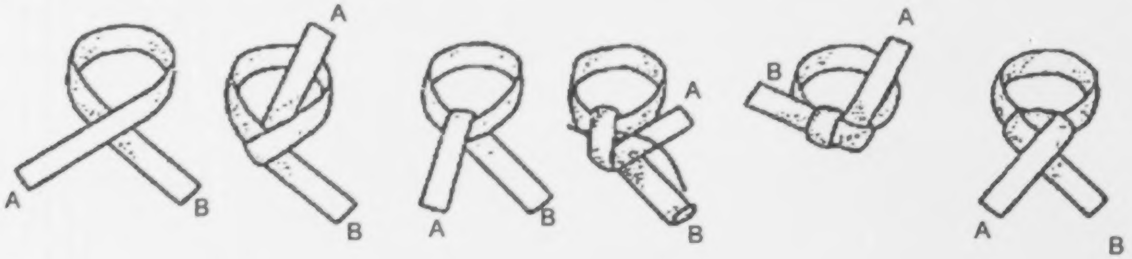
8. What fabrics are best for:

| | |
|---|---|
| play garments? | warmth? |
| dress garments? | keeping cool? |

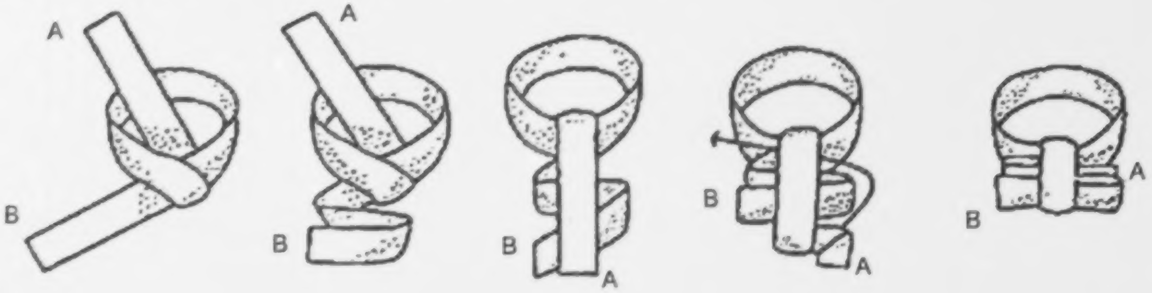
9. In paragraph form, briefly summarize your findings in order to present them to your classmates.

# Tie Knotting

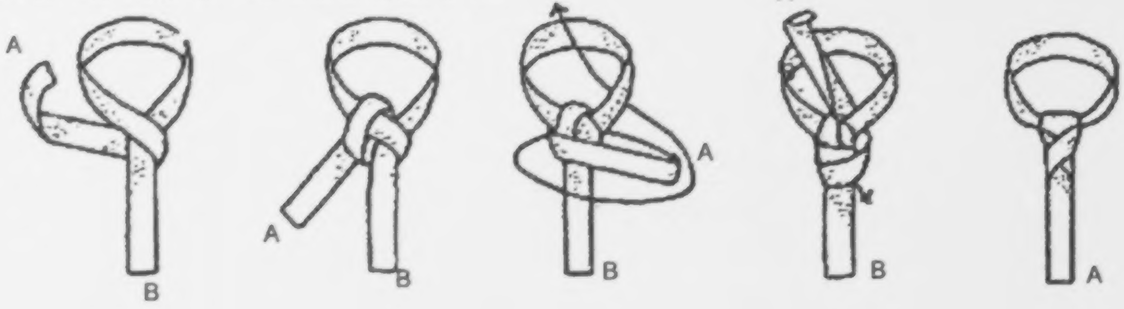
## How to tie an Ascot...



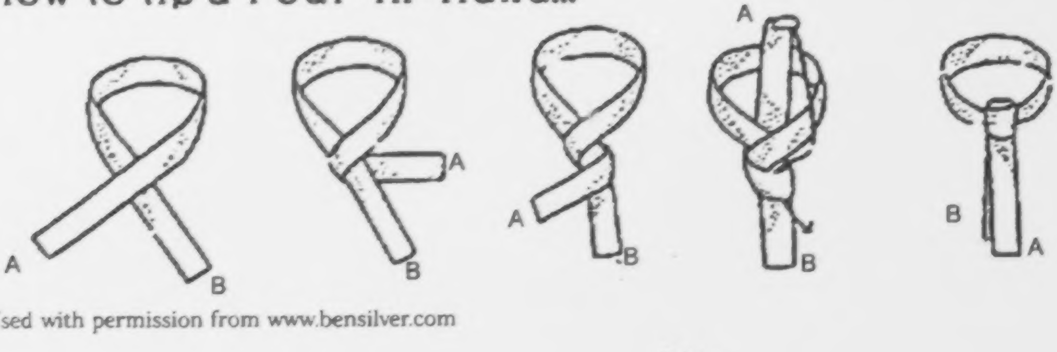
## How to tie a Bowtie...



## How to tie a Cross Knot...



## How to tie a Four-in-Hand...



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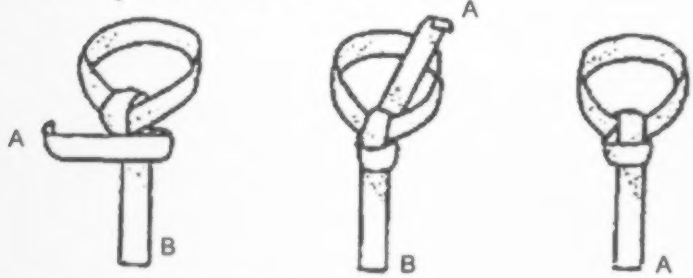
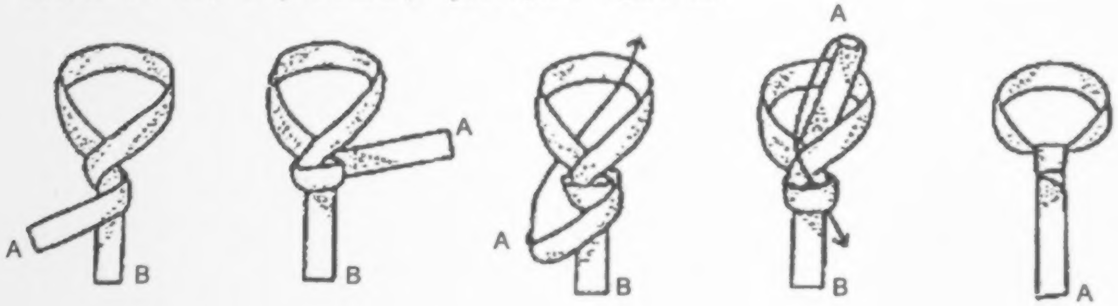
# Tie Knotting, cont'd.

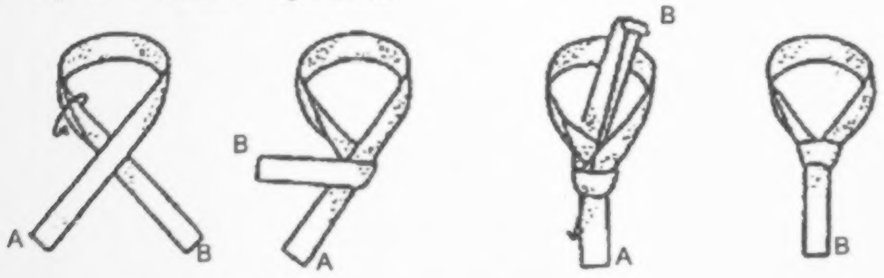
## How to tie a Half-Windsor...



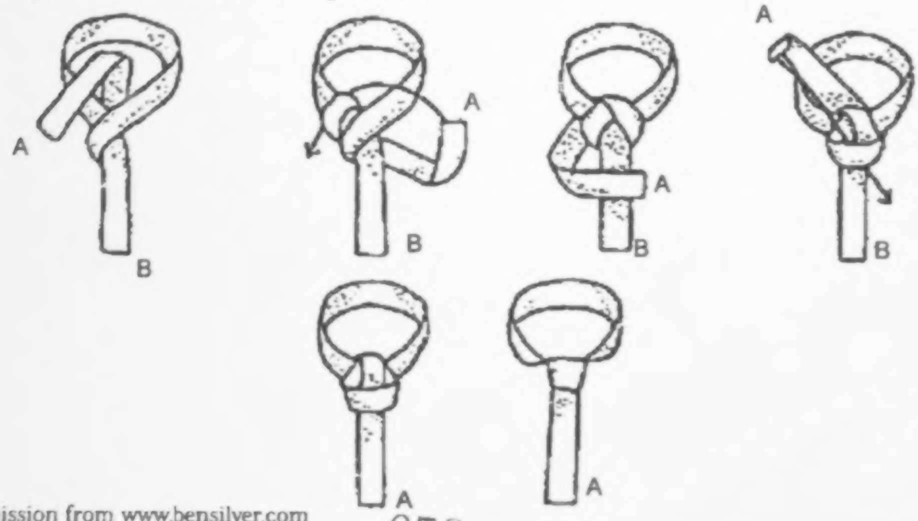
## How to tie a Prince Albert Knot...



## How to tie a Small Knot...



## How to tie a Windsor Knot...



Used with permission from www.bensilver.com

# Trends that Impact Textile and Apparel Marketing

| ***TRENDS/STATISTICS*** | ***POTENTIAL IMPACT*** |
|---|---|
| Cultural | |
| Demographic | |
| Societal | |

# Methods of Market Research

## ➤ Survey

This is the process of asking consumers questions by telephone, mail, and interviews. Researchers profile the consumers and the purchases they make.

## ➤ Consumer Panel

Results from consumer panels (participants who keep diaries) show broad trends as opposed to specific trends. This type of research takes much time.

## ➤ Focus Groups

These groups consist of many people in a room with a facilitator. As questions are asked by the facilitator, researchers on the other side of a one-way mirror are taking notes on types of products and services in which the focus group members are interested.

## ➤ Computer Databases

These are lists of consumers' actions and purchases indicating the product preferences of these individuals. Many times these lists are in turn sold to retailers.

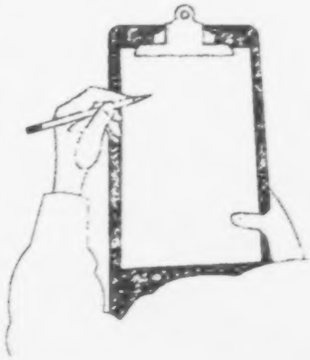
## ➤ Electronic Feedback Tests

Information from these tests are obtained by consumers using an "indicator knob" according to the individual's likes and dislikes to what is seen on the model on the screen. The information obtained is quick, effective, and in some cases interactive.

## ➤ Virtual Reality

This type of computer-generated fashion market research is done by giving the consumer the sensation of actually selecting and trying on various apparel products. The interaction of the senses is valuable for consumer selections and market research.

Source: The World of Fashion Merchandising-Mary Wolfe-Goodheart/Wilcox



TA 77

# UNDERSTANDING ADVERTISEMENTS ?

**Directions:** Find four print advertisements, mount them on poster board, and complete the following steps. You will present your advertisements and the following information to the class.

**Step 1:** Locate and label the following parts of each advertisement:
- Headline
- Copy
- Illustrations
- White Space

**Step 2:** For each advertisement, answer the following:

1) What is the real message of the advertisement?

2) What key features capture the attention of the consumer?

3) Who is the target market? How do you know?

4) What type of image is presented? How? Why?

# Which Type of Display Should Be Used?

The following types of interior displays are used to promote apparel and accessories. Carefully read the information about each type on pages 161–162 of the Reference Book. For each of the numbered items listed below, choose a type of display to showcase the item. Justify each selection.

a. Counter display
b. Platform display
c. Shadow boxes
d. Environment display
e. Island display
f. Free-standing display
g. Hanging display
h. Point-of-purchase display
i. Self-selection display

1. New slacks

2. Expensive watches

3. Hats

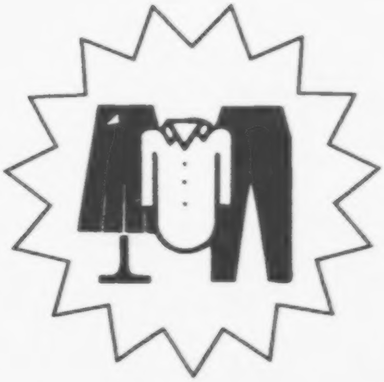
4. Formal wear

5. Shoes

6. Hosiery/socks

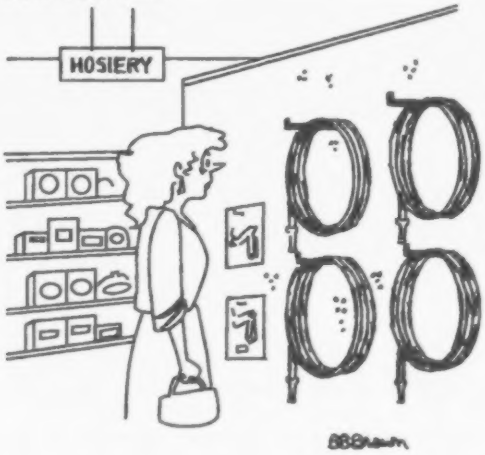
7. Athletic wear

8. Handbags/briefcases



**TA 79**

# *Textile and Apparel Display Evaluation*



Type of display:

Method of display:

Location of display:

Please circle the appropriate answer.

| | | |
|---|---|---|
| 1. Is the display close to related items? | Yes | No |
| 2. Is the display at eye level? | Yes | No |
| 3. Can all parts of the merchandise be viewed? | Yes | No |
| 4. Does the display make use of the elements of design? | Yes | No |
| 5. Does the display make use of the principles of design? | Yes | No |
| 6. Is the display properly lighted? | Yes | No |

Below, describe your suggestions for creating a better display. Be specific about suggestions.

# *Fabrics for Fabrication*

Quality Fabric
Illustrate: warp, fillings

What are the characteristics of a quality fabric?

-
-
-
-

What do you look for when considering fabric performance?

-
-
-
-
-

**TA 80b**

# Patterns and Prints

Motif Fabric

Garment made from motif fabric

What do you consider when selecting a fabric with a motif?

•

•

Repeat-Print Fabric

Garment made from repeat-print fabric

What do you consider when selecting a fabric with a repeat print?

•

•

•

What do you condsider when selecting each of the following ...

One-Way Print
•

Two-Way Print
•

Border Print
•

## Patterns and Prints, cont'd....

Provide examples of garments from topweight fabrics.

For what purposes are topweight fabrics traditionally used?

Provide examples of two garments from bottomweight fabrics.

For what purposes are bottomweight fabrics traditionally used?

## Patterns and Prints, cont'd....

How are napped fabrics created?

Napped Fabric
•

Pile Fabric
•

Sueded Fabric
•

---

Provide examples of garments made from napped, pile, and suede fabrics.

What must be considered when making garments from napped, pile, and sueded fabrics?

•
•
•

TA 80e

# Patterns and Prints, cont'd....

What are shaping fabrics?

-
-
-
-

What do shaping fabrics do?

-
-
-
-
-
-

Guidelines for selecting shaping fabrics:

-
-
-
-
-

Provide examples of garments or garment sections in which shaping fabrics are needed.

# Fabric Motifs

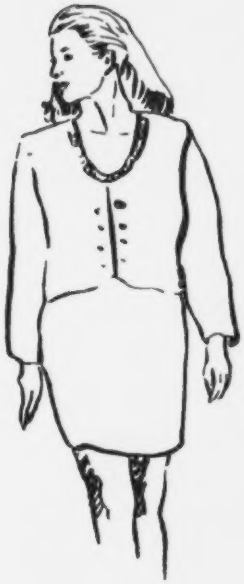
## Males

***Casual***

***Tailored***

***Evening or Formal Wear***

## Females



TA 82

# DIRECTION CARD

Name: ______________________________ # ___ Period _____

Pattern Number _______

Style Number ________

Quantity of
pattern pieces:

## Items in My Part of the Pattern

**Sketch**

**Front View** **Back View**

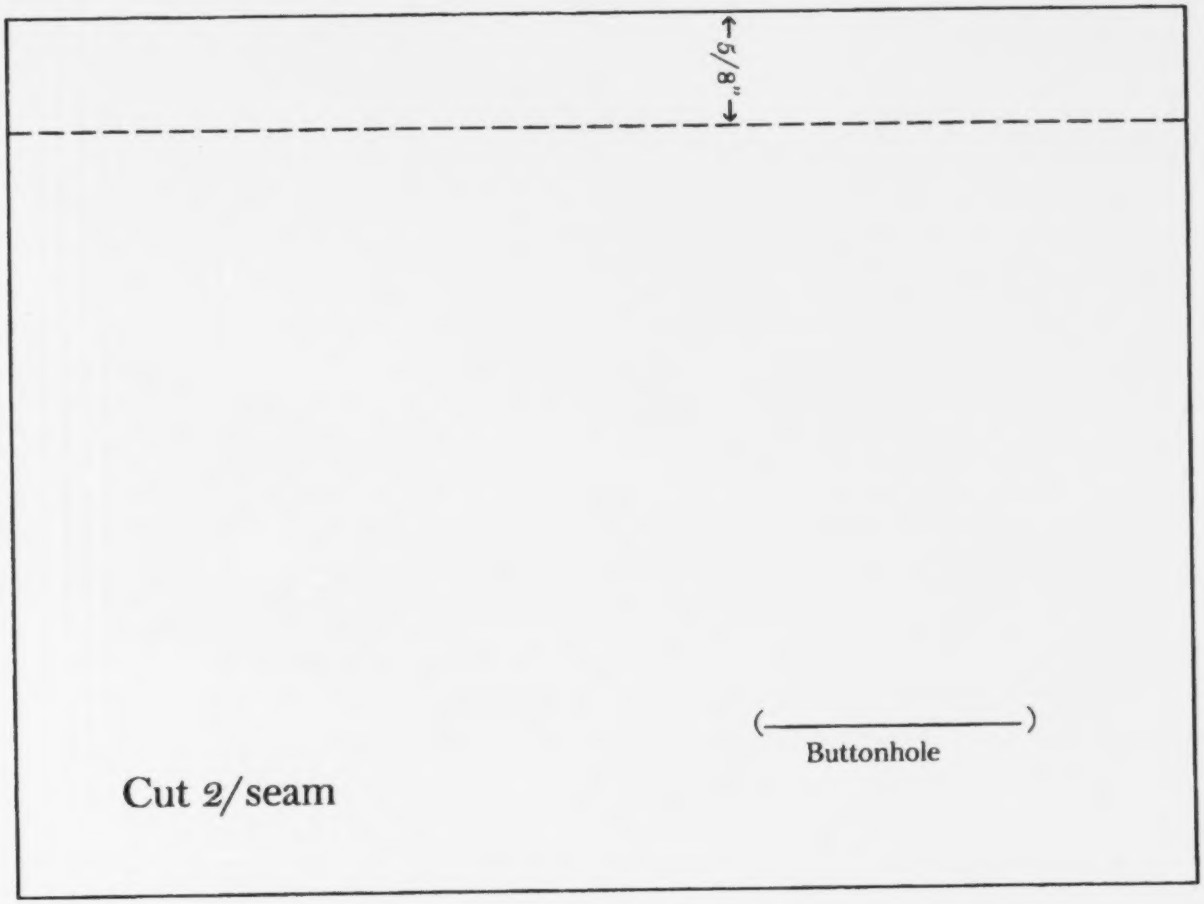
Construction Instructions:

Pattern pieces to be interfaced:

Notions:

TA 83

# Seam Pattern



# T-Chart Template

# Pressing Methods Comparison

Pressing Method: ______________________________________________

Effects

________________
________________
________________
________________
________________
________________
________________
________________

←--- GLUE ---→

Fabric Type 1: ____________

←--- GLUE ---→

Fabric Type 2: ____________

Effects

________________
________________
________________
________________
________________
________________
________________
________________

Effects

________________
________________
________________
________________
________________
________________
________________
________________

←--- GLUE ---→

Fabric Type 3: ____________

←--- GLUE ---→

Fabric Type 4: ____________

Effects

________________
________________
________________
________________
________________
________________
________________
________________

Effects

________________
________________
________________
________________
________________
________________
________________
________________

←--- GLUE ---→

Fabric Type 5: ____________

←--- GLUE ---→

Fabric Type 6: ____________

Effects

________________
________________
________________
________________
________________
________________
________________
________________

## Personal Measurement Chart

(Female)

Client ________________________________ Figure Type ________________________________

Date ________________________________ Pattern Size ________________________________

| Measurement Location | | Body Measurement | Ease to Add | Total | Pattern Measurement | Alteration Needed |
|---|---|---|---|---|---|---|
| **Bust** | | | | | | |
| **Chest** | | | | | | |
| **Waistline** | | | | | | |
| **Hips** | 3" below waist | | | | | |
| | 7" below waist | | | | | |
| | 9" below waist | | | | | |
| **Shoulder Length** | | | | | | |
| **Back Width** | Upper | | | | | |
| | 5" below neck | | | | | |
| **Bodice Length** | Center front | | | | | |
| | Shoulder to bust point | | | | | |
| | Bust point to waist | | | | | |
| | Center back | | | | | |
| | Over shoulder blade | | | | | |
| **Arm (Sleeve)** | Shoulder to elbow | | | | | |
| | Shoulder to wrist | | | | | |
| | Girth | | | | | |
| | Wrist | | | | | |
| **Skirt Length** | Center front | | | | | |
| | Right side | | | | | |
| | Center back | | | | | |
| | Left side | | | | | |

# Measurements

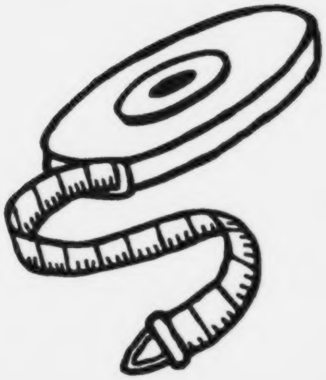
## What Pattern Fits Me?

Person who is – 5'0"
Chest/Bust – 31"
Waist – 24"
Back to Waist – 17"
Hip – 36"
Neck – 14"

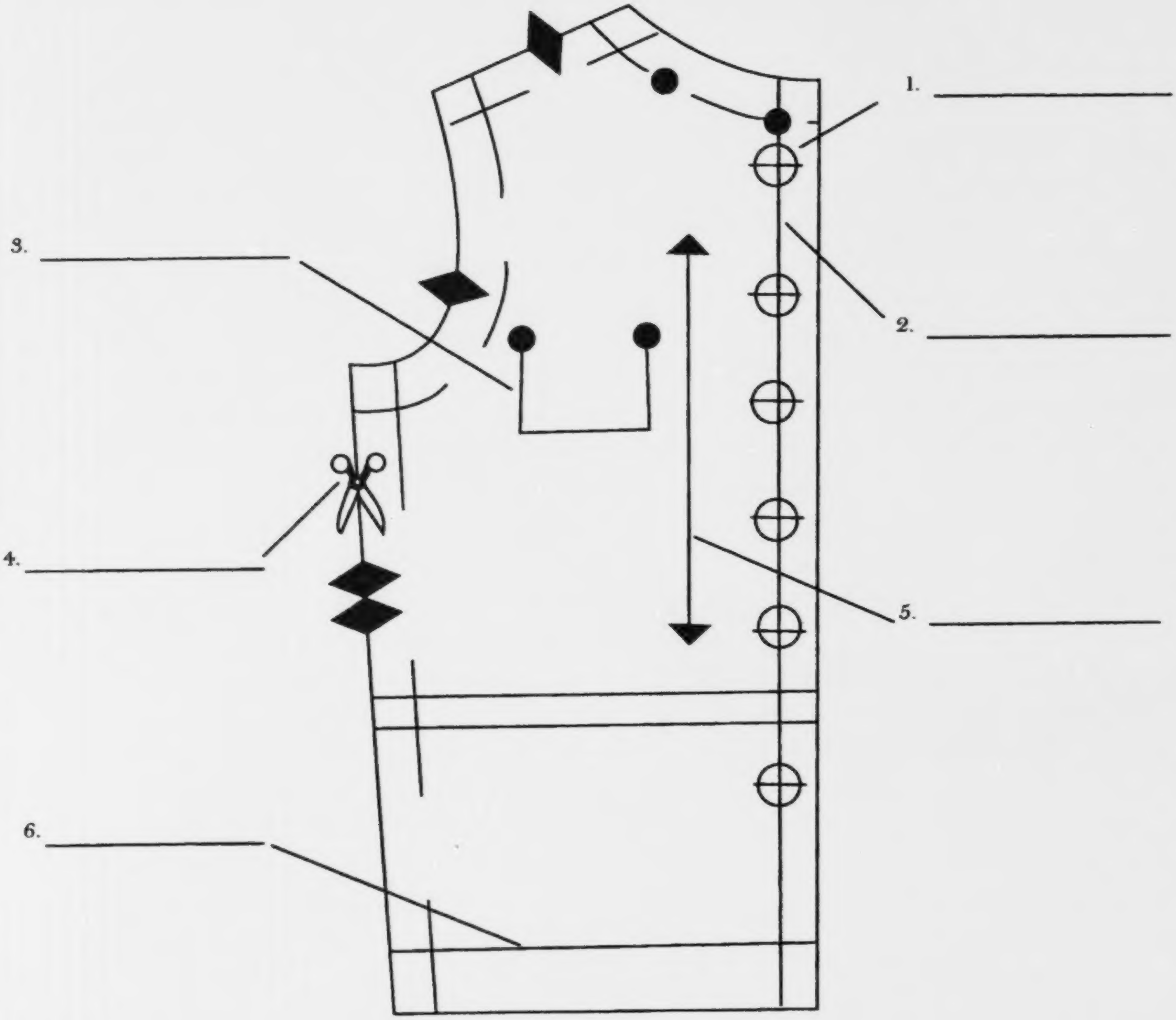
Person who is – 6'3"
Chest/Bust – 37"
Waist – 39"
Back to Waist – 19"
Hip – 43"
Neck – 15 1/2"

Person who is – 3'5"
Chest – 23"
Waist – 21"
Back to Waist – 9 1/2"
Hip – 24"

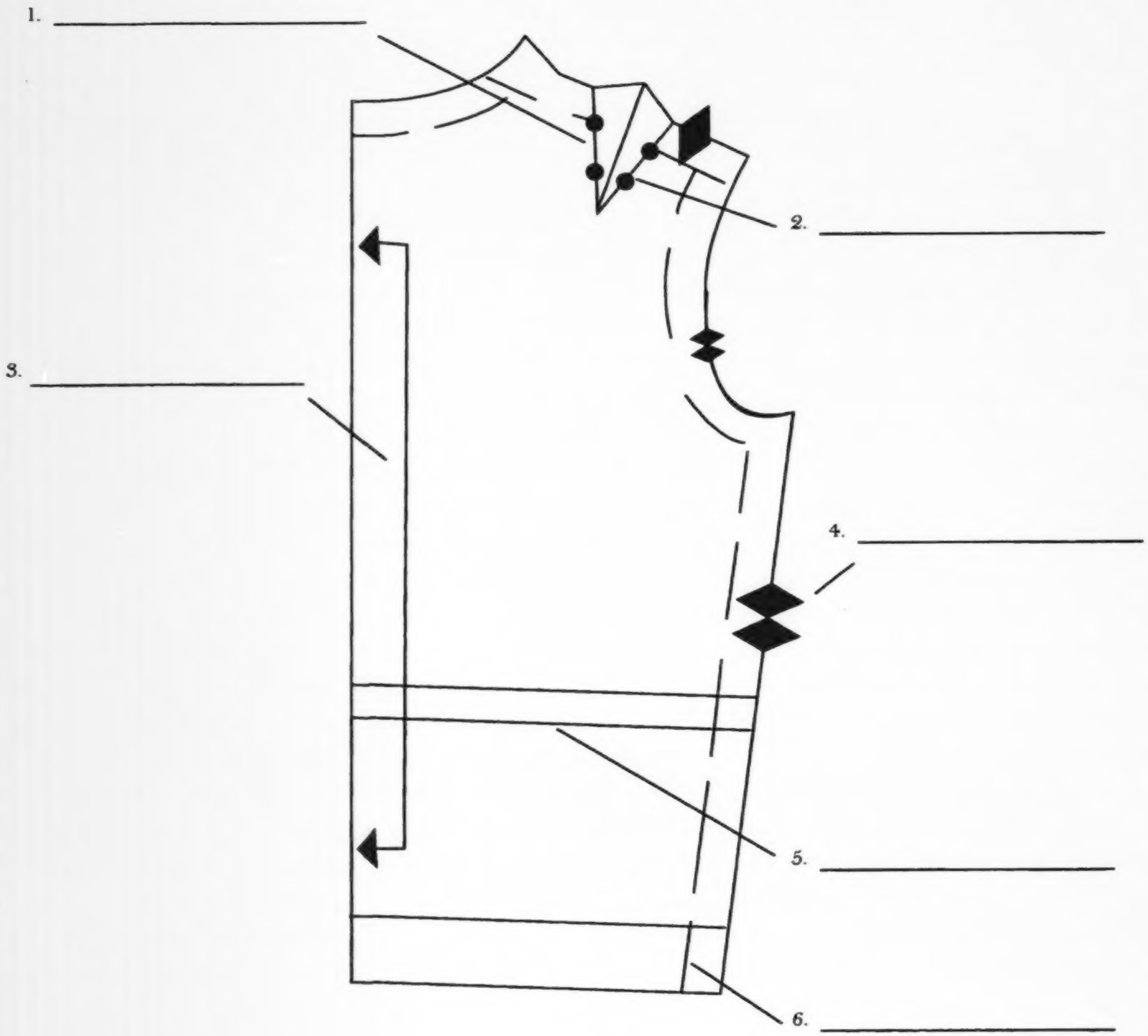
Person who is – 5'5"
Chest/Bust – 24"
Waist – 24"
Back to Waist – 16"
Hip – 35"
Neck – 13"



# Pattern Symbols

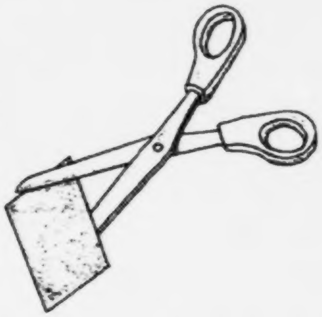


# Pattern Symbols



**TA 89**

# Construction Preparation Checklist



| | Yes | No |
|---|---|---|
| 1) Pattern pieces: | | |
| a) Cut on correct line | ______ | ______ |
| b) Pressed smooth | ______ | ______ |
| c) All symbols cut correctly | ______ | ______ |
| 2) Fabric: | | |
| a) Preshrunk | ______ | ______ |
| b) Straightened | ______ | ______ |
| c) Appropriate for the pattern | ______ | ______ |
| d) Folded for the layout | ______ | ______ |
| 3) Layout: | | |
| a) Fold line on fold of fabric | ______ | ______ |
| b) Grain line with grain | ______ | ______ |
| c) All pieces facing correct direction | ______ | ______ |
| d) Correct number and pieces per selected layout | ______ | ______ |
| 4) Pinning: | | |
| a) Grain line arrows pinned | ______ | ______ |
| b) Corners pinned diagonally | ______ | ______ |
| c) Pinned about every 6" perpendicular to the stitch lines | ______ | ______ |
| 5) Cutting: | | |
| a) Used sharp shears | ______ | ______ |
| b) Cut along the cutting lines in the correct direction | ______ | ______ |
| c) Cut notches and other areas with tips of shears | ______ | ______ |
| d) Kept fabric flat on the surface as cutting | ______ | ______ |
| e) Edges of cuts are even and smooth | ______ | ______ |
| f) Cut with grain line | ______ | ______ |
| g) Pattern pieces pinned to cut fabric pieces | ______ | ______ |
| 6) Marking: | | |
| a) Saved scrap piece of fabric where tested for correct marking method | ______ | ______ |
| b) Marked on wrong side | ______ | ______ |
| c) Marked construction symbols | ______ | ______ |
| d) Marked placement symbols | ______ | ______ |
| e) Marked fold lines | ______ | ______ |
| f) Marked center front and back | ______ | ______ |

# Alteration Assessment

Type of Garment Altered: ______________________

Sketch

Areas altered or repaired

______________________

______________________

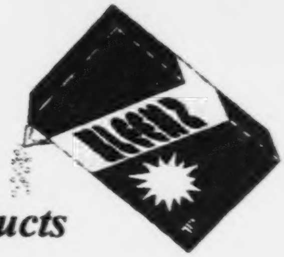
______________________

______________________

List the steps involved in the alteration process:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________

TA 91



# *Research: Laundry Soap and Detergent Products*

DIRECTIONS: Visit a store that sells laundry products. Examine two separate brands of laundry soap and two separate brands of laundry detergents. In the spaces provided, list at least five ingredients of each package. Provide the function or purpose of the ingredient in the soap or detergent formula. Record all the required information on the worksheet.

| | |
|---|---|
| **Laundry Soap #1** | **Laundry Soap #2** |
| Brand Name: | Brand Name: |
| Type (circle): Liquid Powder | Type (circle): Liquid Powder |
| Ingredients/Purpose (function) | Ingredients/Purpose (function) |
| A. | A. |
| B. | B. |
| C. | C. |
| D. | D. |
| E. | E. |
| **Laundry Detergent #1** | **Laundry Detergent #2** |
| Brand Name: | Brand Name: |
| Type (circle): Liquid Powder | Type (circle): Liquid Powder |
| Ingredients/Purpose (function) | Ingredients/Purpose (function) |
| A. | A. |
| B. | B. |
| C. | C. |
| D. | D. |
| E. | E. |

# Laundry Products Research

**Directions**: Complete the worksheet by supplying the requested information.

Type of laundry product:

1. Names of commercial laundry products available. Note: This information may be accessed using the Internet, visiting a store that carries these types of products, or contacting a commercial laundry facility owner/operator.

2. Compare the use instructions from two or three similar products.
   A. How are the instructions similar?

   B. How do the instructions differ between products?

   C. What special instructions are offered? (Example: Add product to wash water prior to placing fabrics in washer.)

   D. Why are special instructions included?

   E. What precautions are provided?

   F. Why are these precautions provided?

3. What types of fabrics are suitable for this product?

   A. What recommendations are given for washer/dryer settings (e.g., hot water wash, dry on low temperature)?

   B. How do the washer/dryer settings affect the product results?

What have you learned about laundry products through this research?

# *Stain Removal Methods*

Directions

Apply knowledge of stain removal for washable fabrics by completing the following activity. For each type of stain listed, provide the appropriate removal method.

| Stain | Removal |
|---|---|
| 1. beverages – soft drinks | 1. |
| 2. blood | 2. |
| 3. candle wax | 3. |
| 4. chewing gum | 4. |
| 5. chocolate | 5. |
| 6. coffee | 6. |
| 7. fabric softener | 7. |
| 8. ink – ballpoint | 8. |
| 9. laundry product | 9. |
| 10. yellowing | 10. |

**TA 94**

# Stain Removal Lab Experience

Instructions: Complete the worksheet by providing the requested information.

Type of Fabric: ______________________________

Type of Stain: ______________________________

Steps followed for Stain Removal (include any pretreatment):

Results (i.e., effectiveness, any resulted discoloration or fiber damage):

What conclusions about stain removal from types of fabrics can you draw from this experiment?

# Bleaches: Lab Experience

**Directions**: Read the entire worksheet before beginning the lab experience. Complete the worksheet by recording your findings in the spaces provided.

**Supplies**:
- various fabric swatches labeled according to type of fiber (i.e., cotton, wool, silk)
- two glass bowls
- liquid chlorine bleach
- liquid oxygen-based bleach
- scissors
- tweezers (for lifting the fabrics out of the bleach)
- paper towels

**Procedures**:

1. Label the glass bowls as #1: Chlorine Bleach and #2: Oxygen-based Bleach.
2. Pour a small amount of chlorine bleach into glass bowl #1.
3. Pour a small amount of oxygen-based bleach into glass bowl #2.

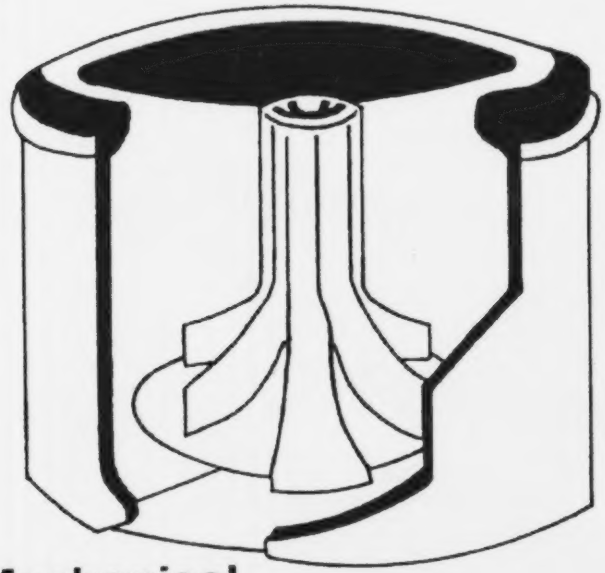
Note: The amount of bleach should be enough liquid to cover the fabric swatch.

4. Take one of the fabric swatches and cut in half.
5. Place one half of the swatch in glass bowl #1.
6. Place one half of the swatch in glass bowl #2.
7. Let fabrics stand for about five minutes. Observe any changes in the fabrics.
8. Remove the fabrics from the bleaches. Place on paper towels. Observe any changes in the fabrics
9. Complete the following chart by recording your observations. Note any changes in the fabric color, texture, strength, or finish.
10. Repeat steps 4 - 8 until all fabrics have been tested.

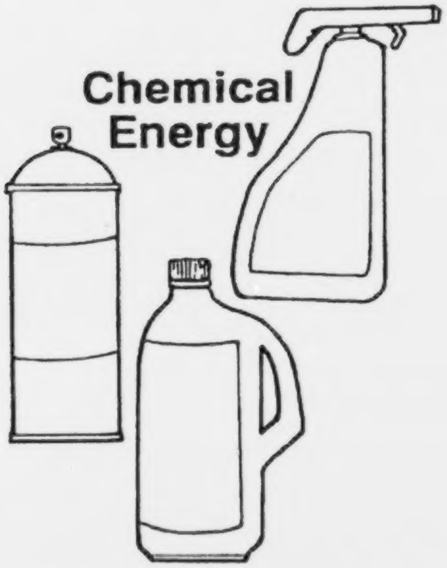
| Type of Fabric | Chlorine Bleach | Oxygen-based Bleach |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |
| D. | D. | D. |

11. What have you learned about bleaches and fabrics from this lab experience? ____________________

# Forms of Energy



Mechanical Energy



Chemical Energy

Thermal Energy

# Sample Oral Presentation Rubric

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| Posture and Eye Contact | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| Stays on Topic | Stays on topic (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89-75%) of the time. | It was hard to tell what the topic was. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |

Source: http://rubistar.4teachers.org/

**TA 98**

# *Interview Questions: Commercial Textile and Apparel Care*

1. What services does your facility provide? (i.e., bulk cleaning, pre-treating, sizing, pressing)

2. Does this operation offer drop-off facilities? If so, how many? How is location determined for drop-off facilities?

3. What type of laundering pricing system is used?

4. What services are considered "special services"? How are these services priced?

5. How is customer information recorded when products are dropped off? picked up?

6. How are textile and apparel products labeled or identified?

7. How are stains tagged? How do you insure that stains will be treated properly?

8. What guidelines are used for sorting textile and apparel products?

9. What types of skills are recommended for individuals looking for employment in the commercial laundry industry?

10. What types of employee training are provided?

# What is a Hazardous Substance?

Chemicals present in the workplace which are capable of causing harm.
Includes dusts, mixtures, paints, fuels, and solvents.
The EPA lists more than 62,000 chemicals or chemical substances.
OSHA regulates approximately 400 substances.

For a substance to be hazardous it must do one or more of the following:

- •Must be toxic-some amount of the substance must cause harm to the human body.
  - ⁕ A small amount or a large amount.
  - ⁕ Strike one cell or a group of cells, organ system, or the whole body.
  - ⁕ Cause visible damage or invisible damage.
  - ⁕ Cause a decrease in performance or body function.
- •Must enter the body to cause harm.
- •A measurable amount of time exposed to the substance must cause harm.
- •Must react or interact to or with other substances to cause harm.
- •The human body must react or be sensitive to the substance.
- •Must have a risk of fire or explosion.
- •The harm may be acute or chronic.

# MATERIAL SAFETY DATA SHEET

**Identity**
Manufacturer's Name

**Hazard Ingredients/Identity Information**
Hazardous Components

**Physical/Chemical Characteristics**
Boiling Point
Vapor Pressure (mm Hg.)
Vapor Density (AIR = 1)
Specific Gravity ($H_2O$ =1)
Melting Point
Evaporation Rate (Butyl Acetate = 1)

**Fire and Explosion Hazard Data**
Flash Point (method used)
Flammable Limits
Extinguishing Media
Special Fire Fighting Procedures
Unusual Fire and Explosion Hazards

**Reactivity Data**
Stability
Conditions to Avoid
Incompatibility (Materials to Avoid)
Hazardous Decomposition or Byproducts
Hazardous Polymerization—May Occur—Conditions to Avoid

# MATERIAL SAFETY DATA SHEET, CONT'd.

**Health Hazard Data**

Route(s) of Entry
Inhalation?
Skin?
Ingestion?
Health Hazards (Acute and Chronic)
Carcinogenicity
Signs and Symptoms of Exposure
Medical Conditions Generally Aggravated by Exposure
Emergency First Aid Procedures

**Precautions for Safe Handling and Use**

Steps to be Taken in Case Material is Released or Spilled
Waste Disposal Method
Precautions to Be Taken in Handling and Storing
Other Precautions
Control Measures
Respiratory Protection (specify type)
Ventilation
Local Exhaust
Mechanical (general)
Protective Gloves
Eye Protection
Other Protective Clothing or Equipment
Work/Hygienic Practices

Source: www.osha.gov

# Interviewing Health Inspectors

Name of inspector: ________________________________________

Agency for which inspector works: ________________________________

Address of the Agency: ______________________________________

What does the inspector observe upon entering a business? ____________________

With whom does the inspector speak when inspecting a business? ________________

What forms must the inspector complete when identifying problems a business must correct?

How does the inspector determine if identified problems have been solved by a business? ____

What are some examples of situations that the inspector has found that are dangerous to the health of employees and/or customers? ____________________________

# Developing A Business Plan

Section 1: **Description of the Business**
a. What is the name of your business?
b. What do you plan to produce and sell?
c. What makes your product unique?
d. Who are your primary customers?
e. Where will your business be located?

Section 2: **Qualifications of Business Personnel**
a. What skills are needed to operate this business?
b. What skills and experiences do you have?
c. Who will help with skills you do not have?

Section 3: **Description of the Market**
a. Who are your major competitors?
b. How will you be better than your competitors?
c. Who are your potential customers?
d. Why do they need your product or service?
e. What sales tools will you use?

Section 4: **Financial Information**
a. What type of accounting system will you use?
b. What items will you need to start the business?
c. How much will each item/service cost?
d. What are your total start-up costs?
e. Where do you plan to get this money?
f. What is your projected income for the first six months?
g. What are your projected expenses for the first six months?
h. What is your projected profit for the first six months?

Section 5: **Support Information**
a. Letter of support or recommendation
b. Customer surveys; market surveys
c. Copy of your advertising flyer
d. Sample of your business cards

# *Fashion Sketching: Instructions*

◆ This method is designed to teach the shortest possible method of sketching a fashion figure in the quickest time possible. It is used to give a method of sketching and remembering ideas, trends, and developing your own ideas.

**Step 1** Place a sheet of tracing paper over your proportion scale Master Sheet and lightly trace balance line A. On line 0, draw a line from B across to B, and then down to line 1, again to B, and up to line 0. This rectangle will be used for blocking the head. Mark the X on line A at the intersection with line 1 1/4.

**Step 2** Torso: On broken line 1 1/2 (shoulder line), draw a line from C across to C to determine the width of the shoulders. From the ends of the shoulders at 1 1/2 C, draw lines down to balance line A at line 4 to form a triangle to block in the torso.

**Step 3** Hips and Thighs: On balance line A at 2, draw lines down to line C at 4. This point is the widest part of the hips. From C4, draw lines down to balance line A at 6 3/4.

**Step 4** Legs: To block in the legs, draw lines down from balance line A at 4 to line B at 6 3/4. This will determine the widest part of the calf. From 6 3/4 B, draw lines down to balance line A at the floorline.

**Step 5** Feet. To block in the feet, draw lines down from balance line A at 7 3/4 to B on the floorline. On the floorline, draw a line from B across to B.

**Step 6** Arms: For the outline of the arms, draw lines slanting slightly away from the figure from 1 1/2 C down to line 3. Continue these lines down to 4 at the wrist line, and on down to 4 1/2 for the fingertips. At the end of this step you have the basic proportions necessary for drawing a fashion figure. At this time it would be good to laminate this paper for future use. This paper will be called the "Master Sheet."

**Step 7** Rounding Out the Figure: Place a clean sheet of paper over the "Master Sheet" and tape down at the top. Within the top rectangle, sketch an oval to make the head. To draw the neck, beginning at line 1 halfway between A and B, draw a line curving it to the intersection of B and 1 1/4. Continue this curve, sloping it down gradually toward the end of the shoulder and rounding it off at 1 1/2 C. Repeat the other side. To slenderize the figure, curve waistline within the outline of the figure. Round off points at hips, knees/calves, and feet. REMEMBER to soften the lines just within the outline of the figure. (Front Figure View or Lay Figure Front)

### Three Quarter-View Figure

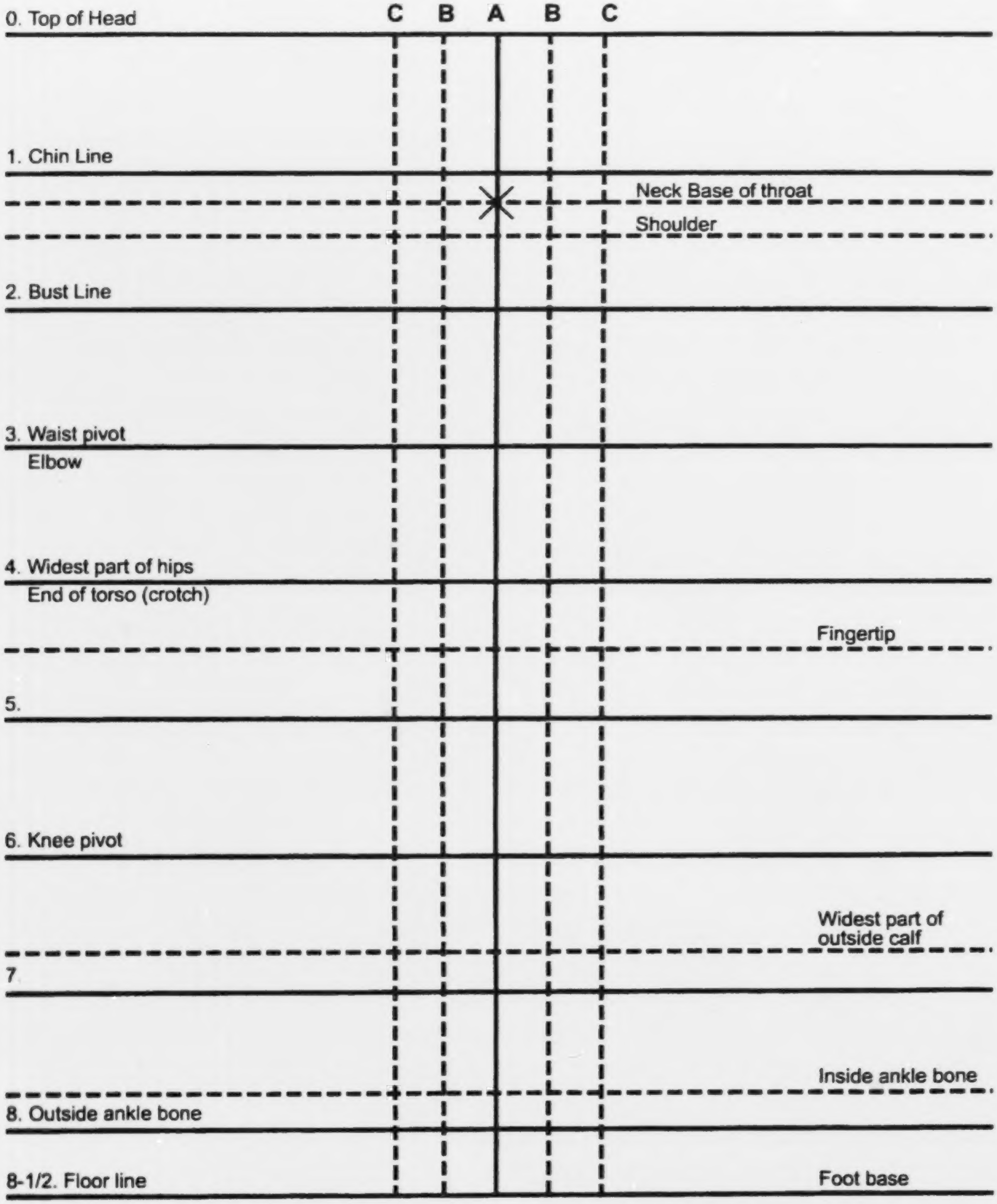
Repeat the steps given for front view figure on one side only. Repeat the same steps on the other side only to line B. (See Teaching Aid 103f.)

### Back View Figure (Lay Figure Back)

Sketch the front or three-quarter view figures. Change the head by making the neck longer and taking out the chin line. Change the feet by drawing in heels.

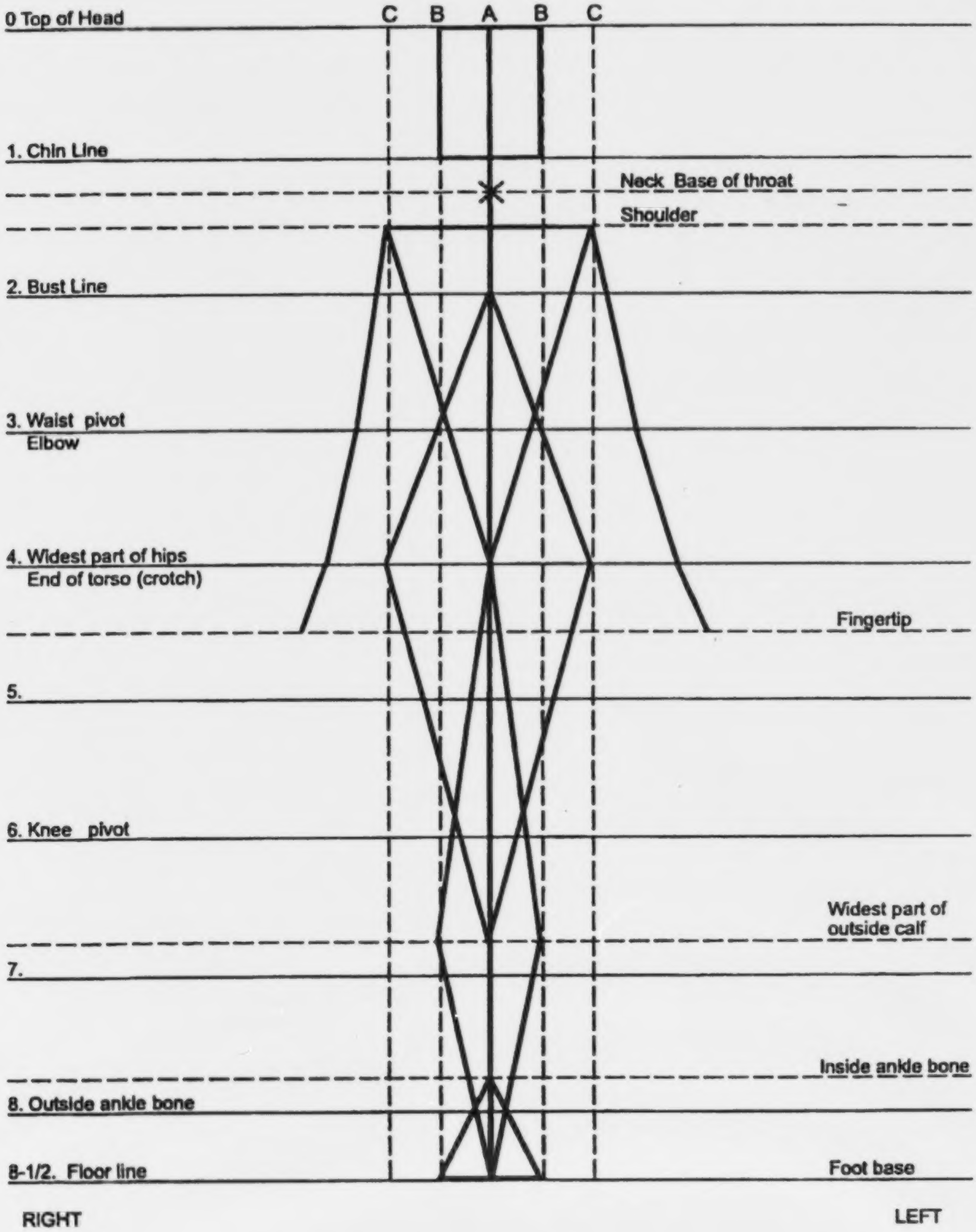
TA 103b

# Fashion Sketching:
## MASTER SHEET

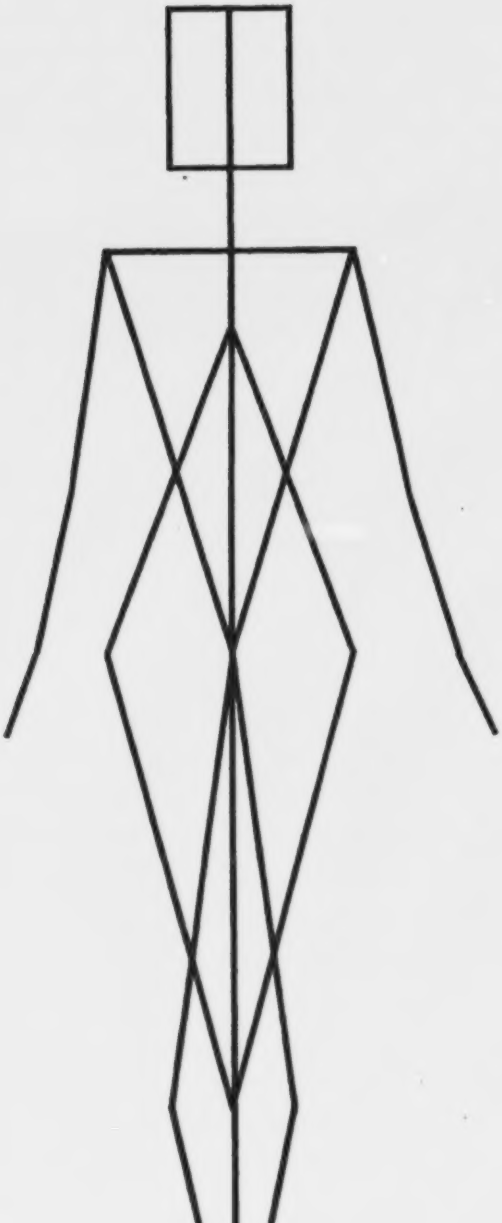


TA 103c

# Fashion Sketching:
## SAMPLE SKETCH

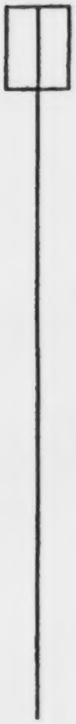


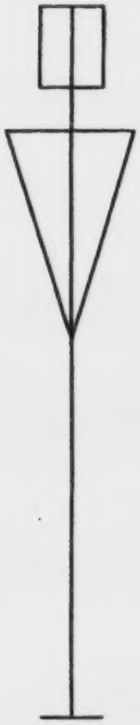
# Fashion Sketching:
# FRONT LAY FIGURE

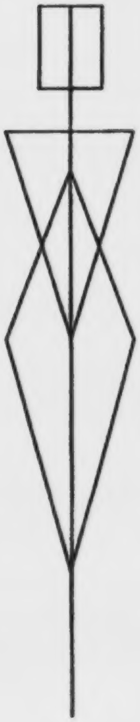


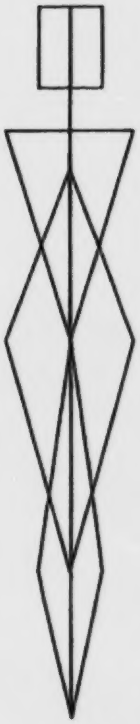
**TA 103e**

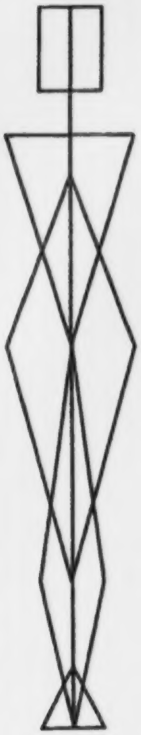
## Fashion Sketches: Illustrated Steps


Step 1


Step 2


Step 3


Step 4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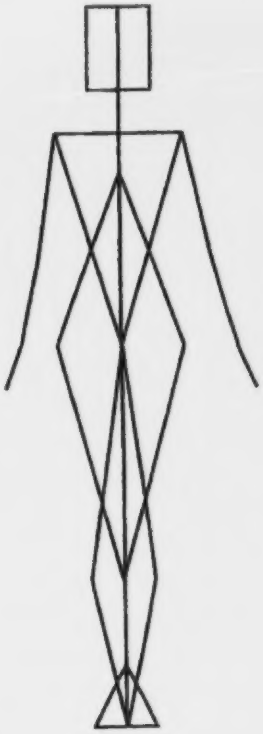
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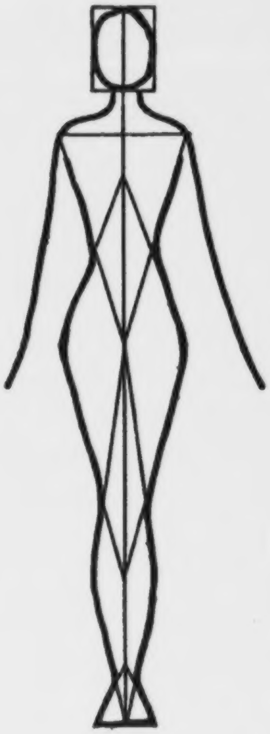
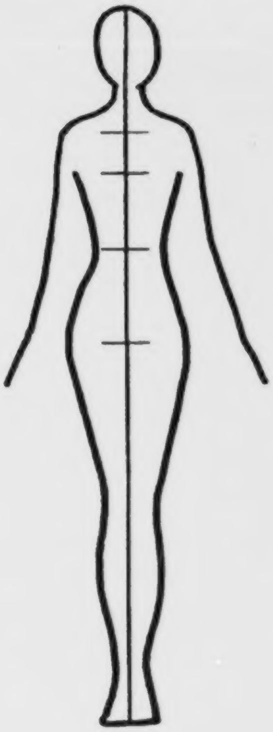
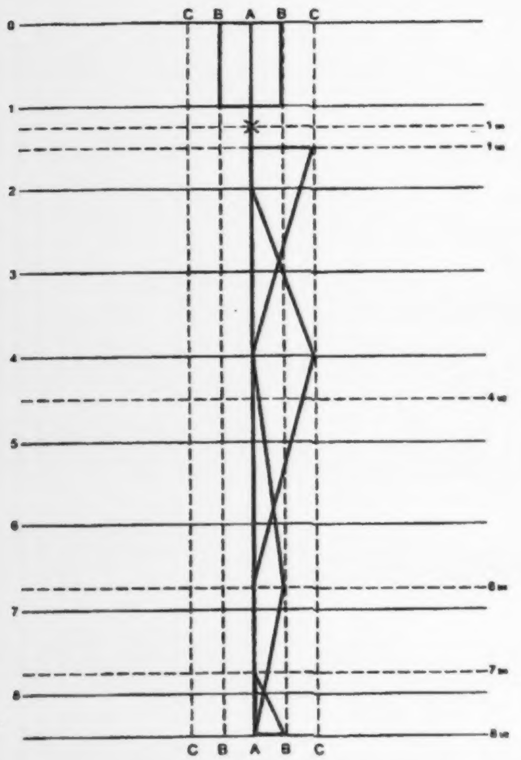
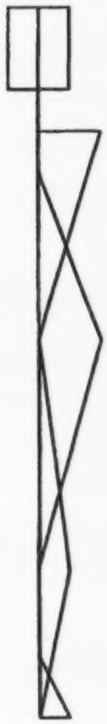
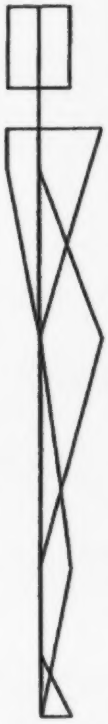

Step 7

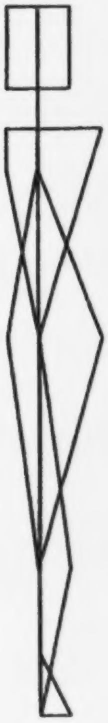

Step 8

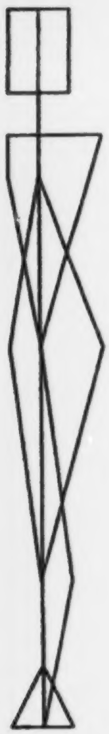
# Fashion Sketches
## Three Quarter-View Figure

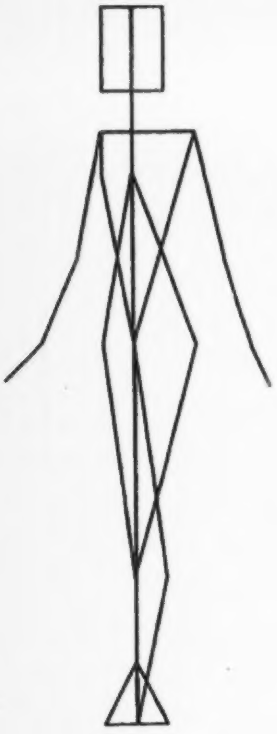


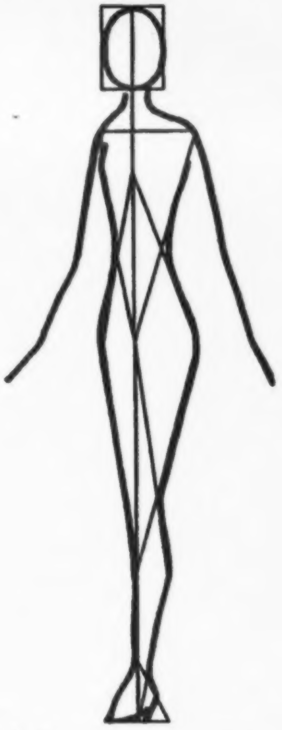


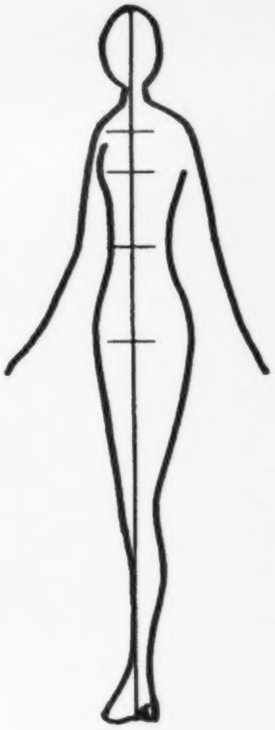












# "If You Don't Know Where You're Going, Any Road Will Get You There"

**"In Ten Years" Paper**: a short essay using a "show, not tell" style, explaining where students view themselves in 10 years time.

**Interest Inventory:** a short exercise that helps students match a career to their personality, skills, and interests. (Use a variety of inventories from the counselor, or have students go to a Web site, such as *www.careerwebsource.com* to take an interest inventory.)

**Career Research**: Students should be given several weeks to conduct research on their own time or time may be permitted during class hours. Students may search library references, magazines, books, and the Internet.

Research includes:
- "Nature of Work," describing what is involved in their chosen textile and apparel career
- "Education and Requirements," including how many years of school and what to study
- "Future Outlook," including employment outlook, chances for advancement, and salary issues
- "History," including any interesting facts and changes that have happened in the profession
- "Family Issues," describing the effect this career may have on a spouse and/or children and lifestyle

PowerPoint Presentation:

Each student is expected to make his or her own PowerPoint presentation depicting the "in's and out's" of their chosen career (at least 10 slides in length), and then present them to the class.

Resumé and Cover Letter:

This gives students a chance to type up a resumé based on the skills they have already mastered including their past work experience. Students also learn proper procedures for writing cover letters. Print all information on real resumé paper for use in the future.

Mock Interviews:

During class time, the teacher will select two students, one as the interviewer, and one as the interviewee. The students will then be guided through an interview. Peer evaluation is in order.

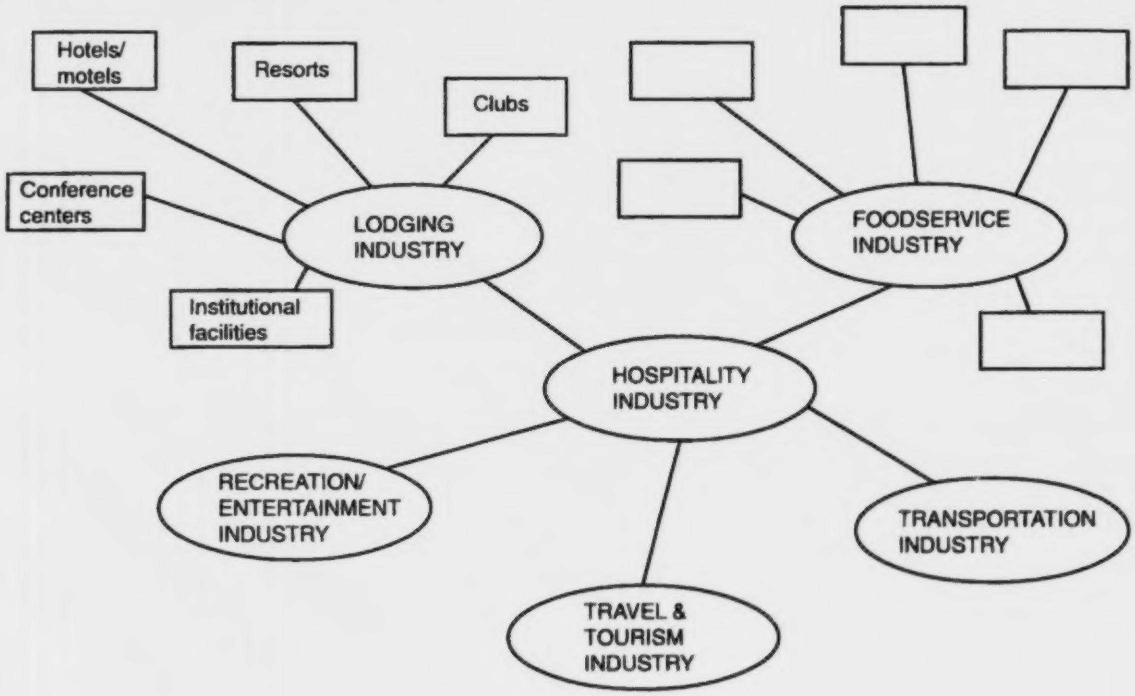
Shadow Day:

Working with the teacher and the administration, students are responsible for setting up a shadow day with a professional in their chosen field. The student will then spend the day observing, interviewing, taking pictures, and learning about that career. A written summary will be turned in along with pictures of the day.

Writing the Paper:

Students must use a minimum of four sources, correctly citing each one. The paper must be five to seven pages in length using double-spacing and 12-point font. A table of contents and bibliography must accompany the paper.

# Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
Institutional facilities
LODGING INDUSTRY
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

# Internet Terminology

| | |
|---|---|
| **AUP** | *Acceptable Use Policy;* a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use |
| **Bookmarks** | a list on your computer of your favorite Web pages |
| **Browser** | a special software program used to navigate the World Wide Web |
| **Download** | to copy information from another computer (**Note:** Upload means to send information to another computer.) |
| **E-mail** | Electronic mail; exchange of messages with people around the world over the Internet |
| **FAQ** | *Frequently Asked Questions;* files containing common questions asked and their answers |
| **Home Page** | the first page you see when you start your Web browser |
| **HTML** | *Hypertext Markup Language;* programming language used for creating Web pages |
| **Hypertext** | text on a Web page that contains links to other Web pages |
| **Internet** | the global computer network that connects millions of computers |
| **ISP** | *Internet Service Provider;* a company that provides access to the Internet through a phone line |
| **Netiquette** | rules of conduct for Internet users |
| **URL** | *Uniform Resource Locator;* the address used to locate a specific Web page |
| **Web Page** | a document stored on a computer that contains information and possibly graphics, sound, and even movies |
| **Web Site** | a university, government agency, or company that stores Web pages that you can view |
| **WWW** | World Wide Web; an Internet system that offers vast amounts of information |

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# Netiquette

*Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:*

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [ :) ] to show you are kidding.

# Web Site Evaluation

Title of Site: ________________________________________

URL: ___________________________________________

Evaluate the Web site you visited using the criteria described below. Circle the number you think the site deserves for each catagory. Justify your rating by writing a brief explanation using the space provided.

**Key: 4 = Excellent, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor**

| Criteria | Ranking | Explanation |
|---|---|---|
| Publisher is a reputable organization | 4 3 2 1 | |
| Information is reliable | 4 3 2 1 | |
| Sources of information are stated (Information can be verified) | 4 3 2 1 | |
| Author can be contacted for clarification | 4 3 2 1 | |
| Material at this site is useful, unique, and accurate | 4 3 2 1 | |
| Purpose of the resource is clearly stated | 4 3 2 1 | |
| Site contains original information, not simply links | 4 3 2 1 | |
| Web site is updated frequently<br>Date of last update: ________________ | 4 3 2 1 | |
| Ease of movement from page to page, link to link, and item to item | 4 3 2 1 | |
| Graphics/sounds/video make a significant contribution to the site | 4 3 2 1 | |
| Each graphic/sound/video serves a clear purpose | 4 3 2 1 | |
| Site has its own search engine | 4 3 2 1 | |
| Site is easily browsable or searchable | 4 3 2 1 | |
| Web site accessibility is fast (response time) | 4 3 2 1 | |
| Limited number of links lead to dead-ends | 4 3 2 1 | |
| Non-members have access to all or part of the site | 4 3 2 1 | |
| A name and password must be registered before having access to the site | 4 3 2 1 | |
| Overall Web site evaluation | 4 3 2 1 | |

# Career Concentration: Textiles and Apparel

## Examples of Family and Consumer Sciences Career Opportunities

**ENTRY**
High School Diploma

- Apparel Production Worker
- Alterations Assistant
- Computer Textile Designer Aide
- Customer Assistant
- Designer's Assistant
- Draper
- Fabrics/Accessories Estimator
- Fabric Sales Associate
- Fashion Design Aide
- Fashion Sales Associate
- Personal Shopper
- Sewing Machine Sales Associate
- Shoe and Leather Worker/Repairer
- Stock Clerk
- Tailor's/Dressmaker's Assistant
- Textile Machinery Operator
- Visual Displayer

**TECHNICAL**
Postsecondary Education

- Alterations Specialist
- Assistant Designer
- Bridal Consultant
- Custom Tailor
- Display Designer
- Fabric Designer
- Fashion Illustrator
- Fashion Photographer
- Garment Maker
- Image Consultant
- Pattern Maker
- Professional Dressmaker
- Sample Maker or Cutter
- Sewing Machine Technician
- Sewing Room Supervisor
- Sketching Assistant
- Tailor
- Textile Technician
- Theater Costume Designer
- Wardrobe Consultant

**PROFESSIONAL**
College / University Graduate

- Buyer
- Costume Conservator
- Costume Curator
- Family and Consumer Sciences Educator
- Family and Consumer Sciences Extension Agent
- Fashion Buyer
- Fashion Designer
- Fashion Director
- Fashion Journalist/Reporter
- Fashion Merchandising Manager
- Marketing Researcher
- Product Developer
- Product Manager
- Quality Assurance Analyst
- Retail Sales Manager
- Retail Store Manager
- Textile Colorist
- Textile Designer/Textile Artist
- Textile Sales Representative
- Textile Scientist/Chemist
- Visual Merchandisor
- Wardrobe Supervisor

# *Search Engines for Internet Activities*

Alta Vista
*altavista.com*

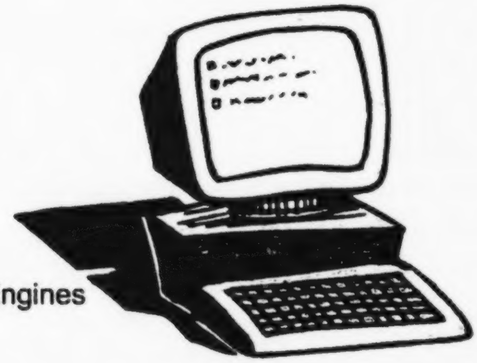
Global Schoolhouse
Directory of Internet Search Engines
*www.globalschoolnet.org/resources/allsearch.html*

Google
*www.google.com*

LookSmart
*www.looksmart.com*

Lycos
*www.lycos.com*

Mamma.com- The Mother of All Search Engines
*www.mamma.com*



Netscape Search
*www.netscape.com*

WebCrawler
*www.webcrawler.com*

Yahoo!
*www.yahoo.com*

Yahooligans!
*www.yahooligans.com*

PT 111

# *Student Information Sheet*

Student Name: ____________________

Student Number: ____________________

Student Grade Classification: ____________________

Homeroom Teacher and Room Number: ____________________

Student Address: ____________________

City, State, and Zip: ____________________

Home Phone Number: ____________________

Parent/Guardian: ____________________

Parent/Guardian Work Numbers: ____________________

Please list any extracurricular activities, hobbies, or school organizations:

____________________

____________________

**Class Schedule**

| Period | Class | Teacher | Room Number |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |

---

**Teacher Section**:

Date Enrolled ____________________ Locker Number ____________________

**Parent Contacts**:

____________________

____________________

____________________

____________________

____________________

PT 112

# Textile and Apparel Production, Management, and Services Trainee Performance Rating Scale

______________________ (Student Trainee)

______________________ (Teacher)

**Instructions for Site Supervisor:**
Use this form in evaluating the above trainee. For each competency, use the number from the rating scale that best indicates your assessment of the trainee. Place the number in the space located to the right of each competency. Feel free to use the back of this form for any additional comments. Please return this report to the high school teacher of the program.
**Note**: The students will not see these forms; however, we will discuss the evaluation to provide constructive criticism and to assist them in their professional development. Thank you for your input.

RATING SCALE:

| | |
|---|---|
| **Exceeds Expectations** | **10** |
| **Meets Expectations** | **8** |
| **Needs Improvement** | **6** |
| **Unsatisfactory Performance** | **4** |

COMPETENCIES:

**Appearance**

1. Practices good grooming habits ____________
2. Adheres to dress code ____________
3. Maintains proper posture ____________

**Business/Personal Etiquette**

4. Shows respect and consideration for others ____________
5. Uses proper communication, written and verbal ____________
6. Demonstrates respect for diversity ____________

**Attendance**

7. Arrives to work as scheduled ____________
8. Calls supervisor when sick or late ____________
9. Keeps absences to a minimum ____________

**Attitude**

10. Uses equipment carefully ____________
11. Completes tasks in a timely manner ____________
12. Demonstrates willingness to learn ____________
13. Shows interest and enthusiasm for tasks ____________
14. Works in a positive manner with co-workers ____________
15. Follows directions of those in authority ____________

PT 113

# Student Performance Evaluation Rubric

Teacher Name ______________________ High School ________________ School Telephone #________

Student Name ____________________________ Training Station ____________________________

**Evaluation For ________ 6-Weeks**

| | Outstanding | Above Average | Average | Below Average | Unsatisfactory |
|---|---|---|---|---|---|
| | | | | | |
| Accuracy<br>Neatness<br>Thoroughness<br>Economy | Consistently Superior | Sometimes Superior | Consistently Satisfactory | Often Unacceptable | Consistently Unsatisfactory |
| **Quantity of Work** | 20 19 18 | 17 16 15 14 | 13 12 11 10 9 8 | 7 6 5 4 | 3 2 1 |
| Productivity | Consistently Exceeds Requirements | Often Exceeds Requirements | Meets Requirements | Often Below Requirements | Consistently Below Requirements |
| **Dependability** | 15 14 | 13 12 11 | 10 9 8 7 6 | 5 4 3 | 2 1 |
| Follows instructions<br>Judgement<br>Punctuality & Attendance | Consistently Dependable | Dependable Most of the Time | Ordinarily Dependable | Not Often Dependable | Consistently Undependable |
| **Cooperation** | 15 14 | 13 12 11 | 10 9 8 7 6 | 5 4 3 | 2 1 |
| With supervisor<br>With other employees | Consistently Motivates and Assists Others | Quick to Volunteer and Assist | Generally Works Well With Others | Seldom Works Well With Others | Does Not Work Well With Others |
| **Initiative** | 10 | 9 8 | 7 6 5 | 4 3 | 2 1 |
| Ingenuity<br>Self-reliance<br>Planning<br>Ambition | Consistently Strives to Learn and Improve | Often Keeps Self Occupied | Sometimes Finds Work For Self | Seldom Finds Work Without Supervision | Needs Constant Supervision |
| **Self-improvement** | 10 | 9 8 | 7 6 5 | 4 3 | 2 1 |
| Interest<br>Observation<br>Questions<br>Study | Consistently Studious and Interested | Often Inquires and Observes | Fairly Inquisitive and Studious | Seldom Asks Questions | Never Exhibits Interest in Learning and Improving |
| **Personal Qualities** | 10 | 9 8 | 7 6 5 | 4 3 | 2 1 |
| Appearance<br>Courtesy<br>Friendliness<br>Expression | Consistently Inspires Confidence and Rapport | Well Liked and Respected | Usually Gets Along With others and Makes Fair Impression | Seldom Attracts Respect from Others | Creates Antagonism Among Others |

**Note:** Maximum number of points = 100

Comments ____________________________

____________________________

____________________________

Recommended Continued Training Placement ☐ Yes ☐ No

Evaluated by: ______________________ Date ________
(Supervisor)

**PT 114**

# Classroom Performance Evaluation

**Name of Student** ______________________________

| | **Points:**<br>**Possible** | **Actual** |
|---|---|---|
| Dependable and punctual<br>minimal absences, none unexcused<br>arrives to class on time<br>turns in assignments when due | 20 | _____ |
| Class participation and contribution<br>exhibits cooperation and teamwork<br>participates in classroom activities<br>comes to class prepared<br>utilizes class time for class work | 20 | _____ |
| Follows school policies<br>no office referrals<br>abides by school district rules | 20 | _____ |
| Follows class policies<br>prompt and accurate in reports<br>yearly report updated weekly | 20 | _____ |
| Follows program regulations<br>follows call-in procedures when absent<br>keeps teacher informed of progress/problems | 20 | _____ |
| Perfect attendance bonus | 4 | _____ |
| Exemplary behavior bonus | varies | _____ |
| **Classroom Instruction Total** | | _____ |

Absences/Tardies for Three Weeks:

Absences _____
Tardies _____

Semester:

Absences _____
Tardies _____

*Comments:*

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ERIC
Educational Resources Information Center

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EFF-089 (1/2003)